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ABSTRACT

The following skills are required for librarians to serve effectively as learning consultants: (1) analyze social and educational trends and discern learning needs; (2) analyze the competencies needed by librarians; (3) identify methods appropriate to achieve self-learning goals; (4) design learning sequences; (5) given client characteristics, identify a plan for continuing learning; and (6) design inservice training for librarians based on learning psychology and communications methods. This text includes essays and bibliographies which address various aspects of this changing role of the librarian. (EMH)

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# LIBRARIAN AS LEARNING CONSULTANT

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NATIONAL INSTITUTE OF
EDUCATION

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# CONTENTS

A. Librarian Client Learning Projects

1. Introduction 1

2. Learning of Adults 14

3. Guide to Question Asking 28

B. Developing Learning-Project Services

4. Community Needs and Resources 38

5. The Dallas Experience 43

6. Libraries and Independent Learning 51

C. Approaches to Human Learning

7. Disabled and Alternative Learning 82

8. Communication Processes 94

9. Information Interview 100

10. Developing Human Potential 110

D. The Consultant in the Process

11. Developing a Helping Relationship 119

12. Consultant as Learning Facilitator 131

13. Modification and Behavior Development 143

E. Training and Simulation Enterprise

14. Application for Staff Training 162

15. Instructional Development 165

16. Simulation Proposal 176

17. Simulated Learning Environment 193

18. Staff Development Simulation 200

## INTRODUCTION

A bold new approach to the communications dimension of professional practice will have to be taken if librarians are to become more than the administrative and supervisory coordinators of the communications activity of other professional fields. The approach developed in the institute on the Librarian as Learning Consultant faced squarely the necessity of librarians becoming responsible for guiding the behavioral change of clients. Anything less would rapidly discourage independent self learners and work irrevocable harm on the image of the librarian as a responsible professional.

The supervisor and professional staff are daily involved in contexts where the role of the learning consultant is demanded. Professionals must be able to understand and facilitate the learning of individuals through all phases of the behavioral cycle. The tragedy is that by training and experience the supervisory librarian is often not adept at the dynamics of planned change through communicative leadership. Thus responsibility for the inservice training and development of professional staff remains unmet.

Trends have appeared in librarianship whose revolutionary implications upon its professional helping relationship have scarcely been recognized — those of outreach learning projects and of the action (or crisis) information centers sometimes associated with them. Under the impact of training institutes sponsored by the Office of Libraries and Learning Resources of the U.S. Office of Education and other current social imperatives upon the professional leadership, service to the information underprivileged and communications disadvantaged has become widespread. Perhaps characteristically, services in these programs have been provided under professional direction by indigenous paraprofessionals recruited from the neighborhoods.

Apparently of necessity, librarians have provided these recruits with training in reference and readers advisory work to such an extent that the work performed by them differs only in degree from professional assistance. From one viewpoint such developments are to be encouraged in the hope that truely professional competencies will be defined with increased sophistication. Unfortunately, the professional inservice lags behind the newer developments of enriching the librarian's helping relationship with the findings of behavioral science.

Social Imperatives:

This is all the more unfortunate because more people today with a secondary education are able to do their own library research at least to the point of writing a short paper on a topic or delivering an informative speech. The School Library Development Project, the Knapp Projects, and other developments may not have entirely transformed school library service. .But other trends indicate that citizens in various life pursuits have discovered that post secondary education cannot deliver the miracles which they have been led to expect from it. People everywhere are looking for alternative approaches to the formal programs of extended secondary education. They seek learning patterns largely of their own devising which are more closely related to, if not integrated with reallife experiences.

This crisis of confidence in academic institutions has placed a new imperative on librarians. Citizens have been encouraged by the so called "free" and the "open" universities to look beyond the confines of a particular institutional curriculum. They want secondary and post-secondary degree credit earned by themselves through independent study employing a wide range of resources not limited to any one or any particular set of academic institutions. It seems that citizens want the state to take back the power to award degrees previously delegated to the colleges. The Empire State University which has not faculty, or curriculum or learning materials appears to be the only precedent

In this school upheaval, citizens have increasingly turned to the library and its related I&R networks as the major source of learning materials immediately available in the community. Independent students, at least theoretically, are not beholden to a faculty or a curriculum; they plan and undertake their own projects. In practice, they may sometimes make use of the "non-judgemental" assistance of the librarian. Librarians are not in conflict with this approach; but they do have a real problem when the patron wants academic credit for self-planned study projects.

In this sense, the credit-degree expectations of citizens for independent study is unique in contemporary librarianship. Such an approach requires a commitment by librarians to the planning and evaluating of study courses for academic credit and/or the ability to administer terminal or waiver examinations. The College Entrance Examination Board through its Office of Library Independent Study and Guidance Projects continues to help librarians commit their resources and to develop the necessary competencies. But while CEEB can administer to accept their results, it will have difficulty meeting any expectations as a universal degree granting agency.

Librarians are finding that they have to work out some reciprocal arrangements with one or more of the local degree granting institutions. In effect, libraries may be expected to become branch campuses of the local college but without a faculty or courses in the traditional sense.

Unfortunately, at this point in time, it is too early to identify what patterns will eventually emerge. In the mantime, librarians are in a dilemma as to whether they should hire the services of a faculty member or become one themselves.

Response to Change:

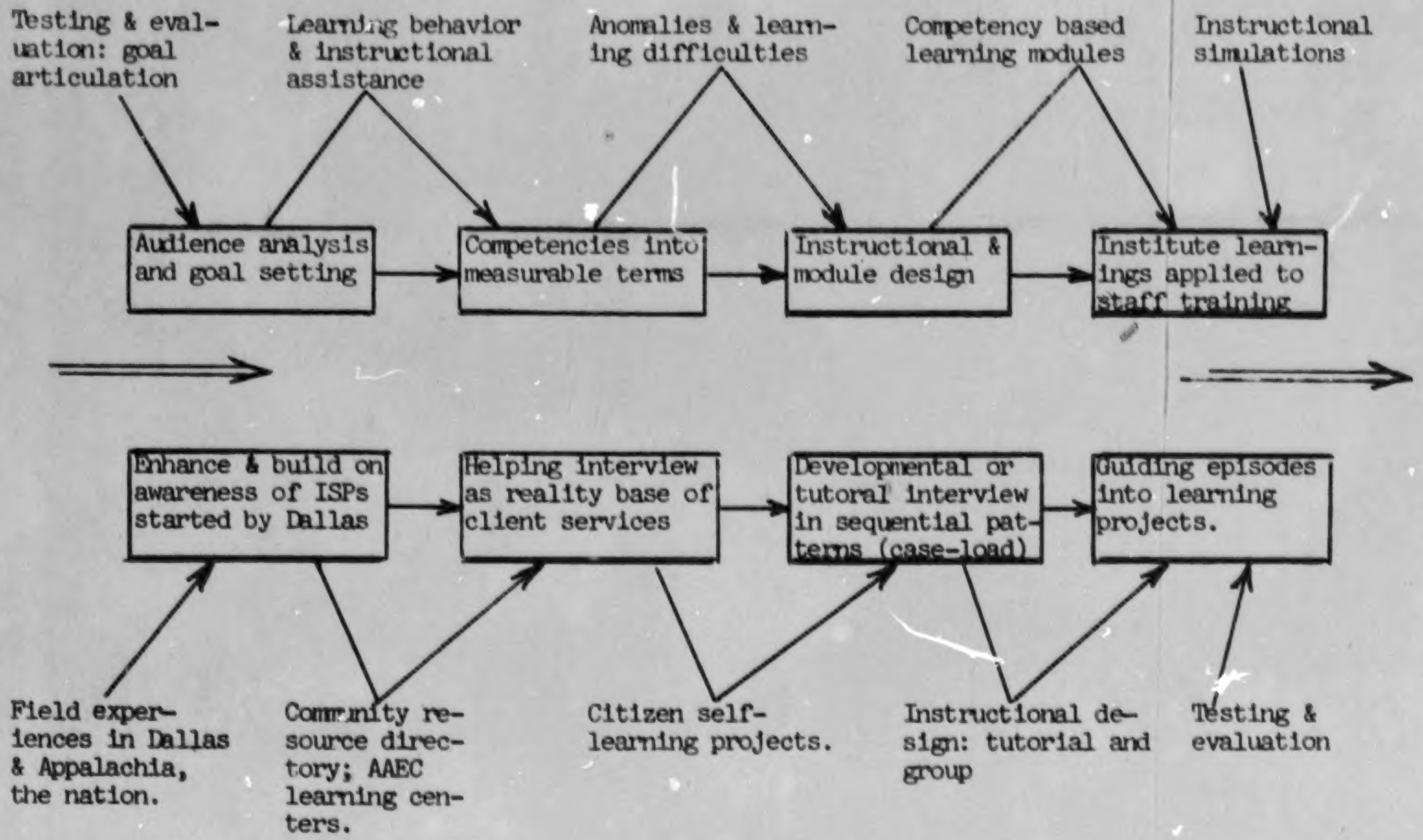
In any event, people are turning to librarians in the expectation of receiving the sophisticated guidance and planning assistance required for effective continual self-education. Apparently, independent learning projects are becoming more popular as was reflected in the almost overwhelming response to the institute on a Librarian as Learning Consultant. The Independent Study Project (ISP) of the Dallas (Texas) Public Library, the Appalachian Adult Education Center (AAEC) Morehead (Kentucky) State University and the Office of Library Independent Study and Guidance Projects of the College Entrance Examination Board have begun to establish patterns of service for librarians. However, despite such developments as these, there remains an outmoded reliance on the so called "professional" methods of the traditional librarian.

Because of these developments, the institute on the Librarian as Learning Consultant was dedicated to the concept of a humanly helping profession, and especially to an enriched role for the librarian as a consultant in independent study. The institute on the Librarian as a consultant in independent study. The Institute on the Librarian as Learning Consultant was held October 20 — November 7, 1975 at the Graduate School of Library and Information Sciences, University of Pittsburgh. The institute was funded by the Office of Libraries and Learning Resources under a grant from the U.S. Office of Education, Title II-B, Higher Education Act of 1965, P.L. 89-329 as amended.

The institute was designed to overcome the limitations of librarian supervisors in explaining the behavioral nature of client self-learning projects and the competencies demanded of a professional response to client needs gor guidance. The supervisor and professional staff are daily involved in situations where client self-learning projects require more sophisticated behavioral guidance than was formerly thought necessary. Unfortunately, supervisors have in most instances not been trained in the behavioral foundations of the professional helping relationship.

Consequently there were four central trusts or missions of the institute: criticize and extend present library practice to include research findings in behavioral psychology and learning guidance; provide demonstrations of the professional relationships with various client systems; identify, define and practice innovative guidance and instructional roles for professional librarians; and develop in the supervisory participants the ability to conduct and expand inservice training programs for professional personnel. These objectives were transformed into specific behavior competencies:

INSTITUTE ON THE LIBRARIAN AS LEARNING CONSULTANT
October 20 — November 7, 1975


Testing & evaluation: goal articulation
Learning behavior & instructional assistance
Anomalies & learning difficulties
Competency based learning modules
Instructional simulations
Audience analysis and goal setting
Competencies into measurable terms
Instructional & module design
Institute learnings applied to staff training
Enhance & build on awareness of ISPs started by Dallas
Helping interview as reality base of client services
Developmental or tutoral interview in sequential patterns (case-load)
Guiding episodes into learning projects.
Field experiences in Dallas & Appalachia, the nation.
Community resource directory; AAEC learning centers.
Citizen self-learning projects.
Instructional design: tutorial and group
Testing & evaluation

Analyze social and education trends to identify potential patron self-learning needs and characteristics.

Analyze patron needs to identify the cycle of competencies required of the professional librarian.

Identify and apply methods for the cooperative design of self-learning goals with the patron.

Outline a model for the design of a learning sequence based on communication principles and professional objectives.

Apply the self-designed instructional model, given patron needs and characteristics, to identify and develop a potential plan for continuing learning.

Design a plan for staff inservice training based on learning psychology and the application of communication methods.

Historical Perspective:

The role of the librarian as a learning consultant is based squarely in the readers advisory traditional initiated more than forty years ago by Jennie Flexner and her associates. The processes of selecting books for specific readers have been explicated over the years. One would assume that there are few librarians inservice who have not modeled their professional role on the guidelines developed by Helen Haines and other professional leaders. It is something of a jolt to find that in all too many instances practicing librarians cannot or will not select resource materials and make specific recommendation for their use by people in need.

A move has taken hold in the profession today towards community reference work through what are called information and referral centers. This service method may be considered as an effort towards resource relevancy. There are many more people in any community who want real life resources than those few who have traditionally accepted knowledge oriented print materials. The demands of the majority may eventually force "objective" librarians off dead center and into the position of becoming socially relevant helping professionals.

More than a quarter century ago, Margaret Hutchins carefully distinguished between human need and reference retrieval. But apparently it is so much easier to retrieve data than it is to create the dyadic conditions within which meaningful information can be engendered in the client. Again, there are many more people in the community with human needs than the elite few who have traditionally been able to limit their inquiry to such well-phrased substantitive questions as will require a minimum of negotiation on the librarian's part.

Perhaps the demands of the majority will force advice-giving librarians off their pedistals and into a more human posture of creatively listening with a "third ear." If these changes do occur in the professional competencies of any significant numbers of practicing librarians, then information may eventually be considered a process rather than a product to be transfered by the reference librarian or dispensed by the circulation librarian. Then perhaps librarians will turn an open ear to the many people with real human needs, and suggest to the communications elite that they already have the advantages and competencies to initiate their own reference retrievals.

Episodes of Behavior:

Librarians can improve their methods of helping patrons by an informed awareness both of how people learn and of some common problems which tend to hamper the process. The move towards balancing subject-oriented print materials with real life resources will probably continue to be strengthened and expanded. This trend will increasingly require librarians to develop the ability to extract the essence of subject materials for the undereducated perhaps in a manner analogous to the storyteller employing fiction materials.

The role of the librarian as a learning consultant emerges out of an initial contact with the patron. An individual comes to the librarian because of some need or interest aroused in a real life episode of behavior. Any day in the life of almost any individual is divided up into time segments which vary in length but which average out at about 20-25 minutes. Allen Tough points out that an episode may devolve around any one of an almost infinite variety of incidents, such as conversations, observations, home repair, running a meeting.

In this regard, it should be remembered that the contact between client and librarian is itself an episode in the life of the individual. To be satisfying to the client, the episode should go through a complete cycle of behavior from awareness, through interpretation to satisfaction and possibly response. Unfortunately in the rush of events a great deal of professional service contact is more often than not truncated after a very few minutes.

In these instances where the librarian takes time to be humanly helpful, the episode of encounter may encompass the helping interview, the developmental interview and the retrieval interview. Certainly each of these phases would be covered if the individual intends to move an episodic need or interest into a series of episodes. A learning project can be defined in operationally minimal terms as a series of episodes consuming at least seven hours spread over three days.

This kind of sequential behavior will require helping professionals who can work with a case load of clients, each requiring possibly 25-30 minutes in conference. It is interesting to speculate about the acceptance of such a procedure in library circles. After all it has only been forty years since Alvin Johnson first recommended that librarians do no more than 9-11 competent interviews in any one day.

Episode Linking Motivations

Episodes are linked together in sequence in order to achieve a more underlying purpose or satisfy a more pervasive interest. Such linkages may not occur immediately but develop over a period of time. The linking together of episodes into a pattern of related activities requires both motivation and planning. The individual may not always be deliberately aware of those components; but if he can be helped to do so by a professional person, his satisfaction and competencies may be significantly increased.

In undertaking a learning project, the person may expect to enjoy reading, watching, practicing, and the other episodic activities involved. He may expect that these activities will increase his self-esteem, or will impress and please other people. The person may actually experience some of the immediate benefits that were only anticipated earlier.

The cut-off point may in practice be difficult to establish but there is a point beyond which the individual does not presently have the motivation to go. His interest may be lost in the welter of other episodes which deman immediate attention. He may return and pick up the interest again, or he may be motivated to do so in some encounter with a friend, an acquaintance or perhaps a sensitive and perceptive helping professional.

It ought to be clear enough from actual library practice that there is little if any relation between the psychic probing of a psychiatrist and the problem solving process. The alternative of probing for the referent context behind the verbiage unfortunately holds a connotation in the minds of most people as being anti-intellectual. In this day, a quick answer and ready wit are more often taken as the characteristics of bright people than the plodding description and analysis of concrete behavioral contexts. Often the desire for social approval is a stronger force in the lives of professionals than a willingness to serve social utility.

Regardless of what a person says in a verbal way, it is necessary to shift the focus of attention onto the situation out of which the verbalization grew. Some hints as to its nature may be obtained from what the person says in a nonverbal manner. It is these expressive manifestations which initiate hypotheses in the mind of the helper about the behavior context underlying the stream of verbiage which unintentionally serves only to confuse the matter. It is almost axiomatic that before help can begin, the client's attention has to be shifted from the words being used to their referents.

Unfortunately, this shift in the focus of attention is difficult for librarians to accept. Given their strong subject orientation, they find it difficult to believe that what people say is more often not what they mean. Words are frequently employed not to describe and analyze a situation, but to generalize and draw conclusions for which supportive information must be found. While the information retrieved may be adequate for the conclusion drawn, that conclusion may actually be irrelevant to the situation.

All too often, the information supplied by the unwary librarian is criticized for its irrelevance and its inappropriateness. The helper is characterized as being out of touch with reality and the image of his real ability to help is damaged. To a considerable extent, librarians can be characterized as masochistic in this regard. Some "professional mystique," as they see it, does not permit them to "dabble in peoples' affairs." But to say the least, this is rather an adolescent attitude towards the transactional nature of adult life.

Be this as it may, criticism of the profession is of little positive use unless a creative alternative can be explicated. The alternative is not necessarily unpalatable. Its strength lies in the climate of realism still so fortunately prevalent in the sociocultural mores. While people may in general dislike being caught in the act of "psyching" each other out, most people find it entirely acceptable to shift critical awareness and commentary onto the situation or environmental context.

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# THE LEARNING OF ADULTS

Allen Tough

Let me start with a basic concept, that is, the concept of an episode. People unconsciously divide their day into episodes. They may do this, and then that, and so on during the day. They start off for example by eating breakfast or shaving. Then they have a 20 minute episode of driving to work. There is a two hour episode of work and then they have a coffee break.

We have established on the basis of survey research that a person's day is divided into episodes of 10 minutes, 20 minutes, an hour. What we did next was to pick out one kind of episode from this whole jumble of episodes that people have, which we called a learning episode. During most of these episodes some learning takes place. Even when you are having breakfast you are probably learning something from the people you are eating with. When you are driving to work you may learn something from a billboard or from the radio.

That is not what we mean by a learning episode. What we mean is that the intent to learn is predominant. This point is crucial if you want to do any interviewing. Over a period of two months or a year there may be several learning episodes that go together. In one episode the person may be practicing speaking Spanish to somebody. In another, they may be listening to a Spanish record, or reading part of a book on Spanish grammar. In other words, the episodes were designed to improve that person's fluency in Spanish.

These different episodes were clearly related and tied together. If the time added up to 7 hours, that's roughly one working day, we called this a learning project. We felt that the equivalent of one working day of trying to learn something significant was worth looking at. In fact we have found that the average learning project is somewhere between 80 and 100 hours in length.

These then are the very basic criteria for a learning project or major learning effort. The person has to want to obtain a certain knowledge or skill; and the length of the sustained effort has to be at least seven hours.

We have found that few if any people do not conduct at least one or two studies. This has been documented in many studies which are listed in the references. From these studies the professional librarian can develop a whole new perspective on human learning behavior.

Up until now, people have only looked at highly visible types of adult learning. They have looked only a people who came like you and sit around tables with a chalkboard, microphone, tape recorder and writing materials. In formal learning the planning tasks or teaching tasks are done by the teacher. But in a self planned project the learner does it — setting objectives, deciding on or choosing resources, finding resources, evaluating progress and dealing with problems that came up.

That is a very visible form of adult learning. We found that while this is important, such activity constitutes only about 12% of all adult learning. But you have to look at the other part before you get the total pictures; and that part is what is planned by the learner himself. That part constitutes something like three quarters of all adult learning. The remainder of adult learning, about 9%, is mixed which even so is largely self planned.

These facts are really relevant to you as professional people. Even though the learning is self-planned, the learner of necessity gets some help from various other people and from institutional resources. These are probably the people who come and make use of your materials. It is with these people that your staff members serve in a one to one situation. Most of us learn how to drive a car, how to play the piano or how to play tennis with one person teaching. Skiing is also learned from one person.

Non-human resources may also include series of TV programs and language records. But only about 3% of the people actually turn the whole learning project over to such non-human resource. What happens of course is that the people do learn from language records, programmed instruction and TV. These efforts may be part of a bigger project which includes both television and language records along with perhaps other resources. What is happening is that the learner remains in control. The learner is saying I am going to practice speaking Spanish with my friend today. I am going to use the language record today.

As a result, the control of the planning is in the hands of the learner and the materials are used simply as tools, which fit into the learner's overall pattern. One out of five learning projects is planned by a professional educator or a teacher in an evening class, or a golf pro. The other four are planned by an amateur, another learner, a friend or by a group of peers. Four out of five projects are very practical. Probably librarians know this better than others, because you are dealing with people's requests all the time. They want to raise their kids. They want to build something. They want to learn a sport. In only one out of five projects are they going to use the knowledge and the skills for curiosity's sake, or general interest, or liberal arts.

We also recorded how many learning projects were for credit, using a very broad definition of credit. It could be "credit" towards a driving lisence. It could be job related "credit" or the writing of exams in the civil service in order to move up one notch and get a little more pay. It could be the earning of a piece of paper, that is, work towards a degree, a certificate or diploma. Even with this very broad definition of credit, it comes out to be less than one persont. Thus, something like 99% of all adult learning efforts are not for credit.

The question that I hear so often is how can we motivate people to learn. I don't know if librarians say that, but certainly people I talk to in companies or who are in charge of staff development and people in adult education agencies keep asking this question: "How can we motivate people to learn." Of course what we found is that people are already doing all kinds of learning. Actually 100-200 hours on one learning project is a great deal. How much more do you want them to do? Perhaps what that question really means is how can I motivate people to learn what I want them to learn. Why don't they learn our way? Why don't they come to my workshop?

People learn a great variety of different things. Most people at the beginning of the interview say to us: "You picked the wrong person; I haven't learned anything since I left school." But by the end of the interview they are usually astounded at the amount of things they have learned, the methods they have used and the diversity of their learning. Crocheting, playing the piano, stereo equipment, classical music, cooking, psychology, current events, physical fitness, ballet, poetry, biology, federal income taxes — just a typical short list.

My guess is that everyone in this room could list perhaps 6, 7, or 8 projects. Even though you are in a profession which is dealing with learning you are not really aware that you are learning. Most of the things consciously done are supposed to be related to your profession, but you may find that 4 or 5 of them are not. What about the job and non-job distinction? Perhaps you may be surprised about how much you do learn on the job, or how little.

I am interested in your research because I know how much librarians can help people in self-learning projects. One of the reasons for having me come to your institute is to try to encourage you to do a small scale survey with your own patrons. It's all very fine for someone to come and tell you what has been discovered in Tennessee, or Syracuse or Georgia. But you want to know not only what it is like in your own town but also what people do who live there and come to your library. You will want to make it meaningful in your own library.

Part of what I want to do is to encourage you to consider interviewing people in your library. Such interviewing need not seem like a "scary" thing: what researchers do, but not librarians. You are probably thinking that you do not know how to do it or that you would be too awkward even if you did know how to do it. You have an interview schedule with a set of questions. But initially, it may be better to ignore the questionnaire and do a very simple inventory. You could even start off talking with somebody you live with, or a close friend, or one of your parents. You do not have to start off with someone who uses your library.

One of the purposes in doing an interview or several interviews with people who use your library is to find out about their learning processes. My guess is that you will develop quite a different picture of them from what you have now. I have interviewed people that I thought I knew very well, like my mother, sister, wife and even my daughter. I thought I knew all of those people and what they were doing. Yet as they talked about their learning projects I was astounded. There were whole aspects about them that I had not seen before.

My guess is that there are many sides of your patrons about which you are not aware. You may be quite surprised if you set down and interview them. We also find that people are very enthusiastic at being interviewed. When we interview about adult learning people just do not refuse. They are delighted to talk to someone about their learning. Most people thank us instead of expecting to be thanked. Our refusal rate is close to zero except for very legitimate reasons, while in most other surveys the refusal rate runs from 10% to 50%.

I also find that a real kind of closeness develops in these interviews and helps one to a realization of human need in communication. The person being interviewed is open for an hour and a quarter telling you something about all of the things that he's trying to learn. At the end of that time there is a real bond between you; you have really shared something like an adventure. I end up learning an incredible amount, because learning projects have a way of touching on all the major areas of a persons life during the last 12 months. You end up developing a lot of affection for these people during an interview. What will eventually grow out of your interviews is probably better services for these people and better help for them.

I think you can give better help to people if you find out about their learning processes. This works on the individual, not the system level. In other words if you want to help an individual, then the best way to do so is to find out first of all what his current learning pattern is. If you want to design new services for learners or a better way of helping them, you are going to have to understand some of them first instead of just sitting back in your chair and saying: I think they need this; or I think they need that; or I think we can change the library this way.

How about interviewing people who do not ordinarily go to the library in order that you may reach new targets? My guess is that there are many people who are highly effective learners. They are getting along very well but they are not using libraries for some reason. It would be fascinating to find out why. Perhaps there are a lot of their projects where there is no way a librarian could fit into them. Yet on the other hand there may be some other projects where a librarian could provide very useful service.

Another reason for trying an interview or two is as diagnostic test. If you want to diagnose what learning a person needs or what help they need, the best base for that is the results of an interview like this. You can then help them figure out what else to learn, or what to add, or perhaps what to drop. You also may find out some resources that they need and cannot get. In any event, this kind of interviewing could very well serve as the basis for reconsidering your helping relationships with clients.

Librarians and educators keep saying how can we get people to use our services more? Well, I can't think of a better way than doing this kind of interviewing. As people come to be more thoughtful about their own learning, then they are going to make much better and more thoughtful use of resources. Personally I would love to undertake some interviewing in a park or in a bus station with people just sitting around and enjoying themselves. In any event you could make a start by interviewing your friends and friends of your friends, just people you know. You could ask them to suggest other people.

Various kinds of libraries show up in our interviewing studies. Interviewing research engineers for example or lawyers are two that come to my mind right away. They rely heavily on a special librarian to develop their "learning" projects. They just go to her and explain what the project is all about. If she does not do a good job they are really sunk. Then there are other jobs in which once you've got through the first three weeks, there really isn't much more to learn about that job.

Obviously, special librarians as well as academic and school librarians could fit into learning projects just as well as public librarians. It occurs to me that when response is as exciting as we have found it to be, a librarian could use the pattern with her own staff to show them what kind of learning projects people do. It might be a way of changing their attitudes toward the goals you have in the field of library service. Look at Joe Doe who works at the local gas station pumping gas for the neighborhood; what can we do to help him? When we really get into how people learn and how much time they spend on it, then there is more to the whole profile then just a simple listing of learning activities.

I hope the interview schedule does not do you more harm than good. It may turn you off; and if it does, then ignore it. The sheets marked "for respondents" are what you will actually hand to the person you are interviewing, that is, if they can read reasonably well. The other sheets are for your use. Since this instrument is for a research interview, you will not want to use this format if you are doing it for other purposes.

However you might want to use the first few pages. Their purpose is to help people make a list. You might have it filled out in the second half of the interview. The first page is designed to help people look at the phenomenon of their own learning. It is really hard for people to understand this phenomenon. You will notice that we never use the phrase "learning projects." In the interview schedule, it never appears, but learning effort does. The phrase I like is "trying to learn." What have you been trying to learn? That seems to get a better response than any other phrase.

Once you have done the first part of the interview then you have established real rapport with the respondent. They now have an incredible awareness of their own learning. That is an excellent time in the interview to ask some other questions that you want to ask. How has this library been helpful to you? How could the librarian be more helpful to you? Suppose there was a perfect librarian available to you, i.e. an ideal librarian, how could she have helped you?

For one study called, Learning Without A Teacher, I interviewed 40 people who just happened to be college graduates. I interviewed each of them about one learning project. I asked them about the people that they got help from and found these were all self-planned. Each of these 40 people have done a project in which they retained control of planning. The learner does go and get information, or advice and help from other people.

Now if you asked questions like that at the beginning of the interview you will not get very good answers. But if you ask them at the end, after they have gotten in touch with their own learning patterns, you may get better answers. Why didn't you use the library more than you did? What obstacles did you encounter in your learning? These may serve as examples of the questions you want to get answers to, but ask them at the end of the interview after people have developed some awareness.

Many of these people had used libraries but they had not used librarians. They used the card catalog or they got books off the shelves. I did not know another thing until I did the study: people often get books through other persons. A wife may bring home some books to her husband on organic gardening. He doesn't actually go and look through the books himself. He lets his wife do it, or a friend.

I went back over every interview that I had conducted and asked myself the question: could this learning project have benefited from a librarian? If this person had gone to a librarian would it have been a useful thing. My conclusion was that in about 20% of the instances the learning project could have benefited from using a librarian.

My feeling was that the other projects would not have benefited from a librarian, even though the world's greatest librarian could have been available. As far as I could see it would not have done that much good.

You will of course want to check this out and correct me if I am wrong. But there seems to be a point beyond which being helpful to everybody's project becomes counterproductive. Despite this it would also seem true that librarians could be helpful to twice as many people as they are now helping.

I have asked different groups and various individuals since then why I got those results. The usual answer is that by the time people reach adulthood they get turned off by librarians. I don't know if this is true or not, but that is the answer I get. Apparently many people have gone to librarians for help but it hasn't worked out very well. So then they figure what's the use of going. I know my experience in going to librarians for help has varied considerably. I have also had tremendous experiences with librarians. There was one in the reference department of the University of Chicago Library. I used him once and anytime I needed help in reference work I went back to him. He was just superb.

What I think the most important thing for us to do is to help people choose the things needed for learning; help them with what to learn and help them with how. I think librarians have fallen into the same trap as educators. Instead of facilitating the actual learning itself, educators run courses. They do not help participants with the planning, they do all the planning. Librarians have been the same. They say here are the materials you can use in learning; come and get them.

I think another kind of service is going to catch on very soon. While the planning remains in the hands of the learner, the librarian can help with that planning. There are some basic ways of doing this which occur for me. There are now quite a few books and other printed resources that help people with this choice making. Print can help by giving general advice and encouragement such as just saying learning is important , or here are some general things on how to learn and how to change.

I call such general books the advice and encouragement books. Then there are also a few books that give you a panorama of possibilities. These are very stimulating to some people. Now, an annotated bibliography can do that and many of you give them to your patrons. There are also biographical accounts of other people who undertake learning projects. Think of the President of the United States. Any given U.S. president is doing an incredible amount of learning. He is taking in an incredible amount of information given him by advisors even though we quarrel with the quality of his learning.

There are various kinds of catalogs, course catalogs for institutions in your area, correspondence course catalogs, even the TV Guide is an example of this. TV Guide is a basic tool because it helps people to choose which program they are going to learn from. People do go through TV Guides for that purpose, picking out things that they are going to watch this week.

I think you can do someone a good service by guiding people to these resources. People usually sense the power of such resources right away and want to write down the titles and look them up.

The other possibility is that as you talk to people and find out their needs. Then you suggest a particular book. A way of helping people make these decisions is through one-to-one counseling. Counseling may be the wrong word here — perhaps one-to-one dialog of some kind. At the lowest level, you would be helping them choose resources from within your own building.

Eventually we will have much broader based consultants who will help people sort out and plan their learning projects. Probably they will start with a modified form of the survey questionnaire we have been talking about and develop a helping "conversation" around other points which remain embedded in the instrument. Then the helping professional will look at patterns and identify the gaps or the other things that the client would like to learn.

The other possibility is doing the same thing in a group even though this is as yet remarkably rare. I think there is a lot of power in the model to help reform teacher-dominated education and make learning more responsive to clients. Actually this approach is like the "planning group" which many organizations are now using. These groups look at themselves and where they are now before identifying the changes that they might want to make in job, interpersonal relationships, hobbies or whatever.

This fascinating function is also beginning to appear in the later stages of various women's groups. Earlier stages dealt with anger and hostility: we have been put down by men since we were born; put down by our fathers, our teachers, and our bosses. We've got to get in touch with that and see how serious it is. But at a later stage women say, okay that may be the way the world is, but we are going to work to change it. Society is not going to change a heck of a lot in the next ten years, but we are going to do it individually.

These groups often help each woman look at her own life and her own options. Is she going back to school? Is she going to get a part time job? Is she going to do volunteer work? Just what kind of choices is she going to make. It is this kind of group which helps her make decisions. I am not aware of any library having this kind of group, nor for that matter any other educational agency. Librarians may have groups on study habits which deal with how to learn. But there are no groups helping people make these choices even though there is a lot of potential power there.

My experience is that in traditional library education this is not even considered a potential role for the public librarian. It is too much of a high risk area. But for me, any library is the obvious institution to conduct experiments. The library is the one institution that already has the reputation for helping individual learners. Every other institution is dealing with groups and laying on programs like a factory. The library is the one institution where there is a lot of freedom. A library is a place where you can go. No one is going to try to change you or try to get you to run through some process. It is there to serve you as an individual.

I would like to see this experiment developed within a library. I think the library has the most potential of being attractive to people. I think it will have to start off on really a small scale. I am not enthusiastic about large national projects. At this stage I think it is going to be one librarian trying it out in one suburb or one town. Hopefully others will share in how it seemed to work. Each of you here today can start off with very small things, but then communicate with one another and keep up the good work you have already started.

## Selected References

Here is my list of "the top 50" — the most useful books I can suggest for gaining insight into human growth efforts and major personal change. You will not want to read every item on the list. It is just a tool to help you choose the reading that is most relevant for you.

Richard Atcheson. *The Bearded Lady: Going on the Commune Trip and Beyond*. New York: John Day, 1971. Age 36, with long hair and a beard, the author set out to visit communes throughout the U.S. This book is an entertaining and moving account of his adventures and findings.

George Brown. *Human Teaching for Human Learning: An Introduction to Confluent Education*. New York: Viking 1971. Efforts to introduce Esalen-type methods into schools.

Robert R. Carkhuff and Bernard G. Berelson. *Beyond Counseling and Therapy*. New York: Holt, Rinehart & Winston, 1967. Moving and mind-stretching, especially chapters 1, 13, 15. Re levels of empathy and caring in friends and counsellors.

Carlos Castaneda. *Journey to Ixtlan: The Lessons of Don Juan.* Simon & Schuster, 1972. A California anthropologist learns another way of seeing the world. Shock ending: he decides *not* to take the next obvious growth step.

Arthur Combs et al. *Helping Relationships: Basic Concepts for the Helping Professions*. New York: Allyn and Bacon, 1971. The helper's spontaneous response in the immediate situation, and perceptions of self and others, are far more important for good helping relationship than are the helper's training, techniques and theoretical background.

Eleanor Criswell and Severin Peterson. "The whole soul catalog." *Psychology Today*, April, 1972, pp. 57-64. A comprehensive guide to various possible techniques and paths.

Laurent O. J. Denys. *The Major Learning Efforts of Two Groups of Accra Adults*. Unpublished Ph.D. dissertation, University of Toronto (OISE), 1973. Interviews with teachers and business people in one West African city. A major step toward better understanding of the Third World educated adult's efforts to learn, change, grow.

Elizabeth Monroe Drews and Leslie Lipson. *Values and Humanity*. Toronto: Macmillan Co. of Canada, 1971. A valiant attempt to integrate the efforts of several writers who have described a hierarchy or series of levels of psychological growth and development.

Robert S. Ellwood Jr. *Religious and Spiritual Groups in Modern America*. Toronto: Prentice-Hall, 1973. Insightful descriptions of a wide range of spiritual, mystical, religious, and psychic groups.

Jim Fair. *Teachers as Learners: The Learning Projects of Beginning Elementary-School Teachers*. Unpublished Ph.D. dissertation, University of Toronto (OISE), 1973. What and how teachers try to learn. The seeds of a revolutionary approach to the improvement of teachers and instructors.

Ann Faraday. *Dream Power*. London and Toronto: Hodder and Stoughton, 1972. The significance of dreaming, plus three ways of dealing with recent dreams. An example of a tool for personal growth.

Andrew Farquharson. *Peers as Helpers: Personal Change in Members of Self-Help Groups in Metropolitan Toronto*. Unpublished Ed.D dissertation, University of Toronto (OISE), 1975.

Glen Filson. *Major Personal Changes in a Group of Canadians Working in Nigeria*. Unpublished Ph.D. dissertation, University of Toronto (OISE), 1975.

Frank Goble. *The Third Force: The Psychology of Abraham Maslow*. New York: Crossman, 1970. A convenient guide to the insights of Maslow on self-actualization, basic needs, human potential, psychological growth, education, therapy, management, and mental health.

Thomas Gordon. Parent Effectiveness Training; the No-Lose Program for Raising Responsible Children. New York: Wyden, 1970. This book, on communication and problem-solving between parent and child, translates many facets of the human growth movement into specific approaches for use in the family.

Stanislav Grof. Realms of the Human Unconscious: Observations from LSD Research. New York: Viking, 1975.

Willis Harman. Educational Alternatives for the Future. Menlo Park, California: Educational Policy Research Centre, Stanford Research Institute, 1971. Excellent insights into world problems, alternative futures, and the implications for education.

Robert A. Heinlein. Stranger in a Strange Land. New York: Putnam, 1961. A stimulating science fiction account of the efforts by Smith, who arrives from beyond the earth, to learn our culture and language. He can alter his consciousness fairly easily, and can "grok" a situation.

Cyril O. Houle. The Inquiring Mind: A Study of the Adult who Continues to Learn. Madison: University of Wisconsin Press, 1963. An insightful thinker describes 22 adults who were conspicuously engaged in education. What, why, and how they learned.

Jane Howard. Please Touch; A Guided Tour of the Human Potential Movement. New York: McGraw-Hill, 1970. An enjoyable adventure story of her experiences and changes as she moved from one growth center or experience to another.

Morton Hunt. The Affair: A Portrait of Extra-Marital Love in Contemporary America. New York: World, 1969. Through the cases described in this study, one gains some notion of the major personal changes involved in some affairs.

Ivan Illich. De-schooling Society. New York, Harper & Row, 1971. His famous plan to de-monopolize the school system, and to spread learning throughout society via learning exchanges, etc.

Lawrence LeShan. The Medium, the Mystic, and the Physicist: Toward a General Theory of the Paranormal. New York: Viking, (Toronto: Macmillan of Canada), 1974. Describes how people can be trained in psychic healing. Toward an integrative theory in the paranormal and mystical realms. Note chapters 7-9.

Howard R. Lewis and Harold S. Streitfeld. Growth Games: How to Tune in Yourself, your Family, your Friends. Harcourt, 1970, One of the earliest collections of exercises for awareness and psychological growth. A sample of what's available.

Morton A. Lieberman, Irvin D. Yalom, and Matthew B. Miles. Encounter Groups: First Facts. New York: Basic Books, 1973. A detailed study of a wide range of groups (human relations, Gestalt, TA, Esalen eclectic, marathon, psychoanalytic, and leaderless). Some methodological flaws (Spring 1975 JHP), but useful.

John C. Lilly. The Centre of the Cyclone: An Autobiography of Inner Space. New York: Julian, 1972. Describes his experiences with isolation experiments, LSD, communicating with dolphins, exercises to eliminate repetitious psychological programs, and higher levels of consciousness.

Paul McGinnis. Major Personal Changes in 40 Returned CUSO Volunteers, Unpublished Ph.D. dissertation University of Toronto (OISE), 1975.

Abraham H. Maslow. The Farther Reaches of Human Nature. New York: Viking, 1971. A range of papers from a fascinating thinker. Note especially chapter 22, "Theory Z."

Robert Masters and Jean Houston. Mind Games. Canada: Macmillan Company of Canada, 1972. A series of exercises using hypnotic trances for self-discovery, consciousness exploration, and psychological cleansing. Sample of a tool for a self-managed group.

Robert Masters and Jean Houston. The Varieties of Psychedelic Experience. New York: Holt, Rinehart & Winston, 1966. Describes their work in helping people use LSD for psychological and even spiritual growth. Includes description of the deeper symbolic and religious levels of experience.

Stuart Miller. Hot Springs: The True Adventures of the First New York Jewish Literary Intellectual in the Human Potential Movement. New York: Viking, 1971. A fast-moving account of the experiences and changes that occur during his months at Esalen. Enjoyable.

Claudio Naranjo. The One Quest. New York: Viking Press, 1972. A brave important attempt at a comprehensive overview and integration of education, spiritual growth, and psychotherapy. Contains many insights. Highly significant.

The New Woman's Survival Catalog. New York: Coward, McCann & Geoghegan Berkeley Pub. Corp., 1973. Browsing gives you a comprehensive concrete overview of various facets of the women's movement toward strength and liberation.

Vincent O'Connell and April O'Connell. Choice and Change: An Introduction to the Psychology of Growth. Englwood Cliffs: Prentice-Hall, 1974. The second half describes various paths one can follow in order to function more fully, interpret dreams, discover the mythical self, decrease physical anxiety, and become centered.

Nena O'Neill and George O'Neill. Open Marriage: A New Lifestyle for Couples. M. Evans and J. B. Lippincott, 1972. Presents individual growth as the central purpose of any two adults living together. The general thesis is simply this: if each partner feels free to grow and change, and cares as much about the mate's freedom to grow, then a joyful synergistic relationship will result.

C. H. Patterson. Theories of Counseling and Psychotherapy (2nd ed.) New York: Harper & Row, 1973. Fourteen chapters outline 14 approaches, ranging from Ellis and behavior therapy to Gestalt and Rogers. Note his last chapter, on divergences and convergences, and his chapter on Thorne's eclectic system.

Severin Peterson. A Catalog of the Ways People Grow. Ballantine Books, 1971. Detailed descriptions of the entire range of techniques, movements, and organizations designed to help people grow in various dimensions, Useful details about particular methods and approaches. Stimulating browsing.

Charles A. Reich. The Greening of America. Toronto: Bantam Books, 1971. Especially chapters 9 and 10. The values, lifestyles, and search for self that characterize Consciousness III, plus a rare description of how the change or "conversion" can occur.

Carl Rogers. A theory of therapy, personality, and interpersonal relationships as developed in the client-centered framework. In S. Kock (Ed.), Psychology: A Study of a Science, Volume 3 (Formulations of the person and the social context). New York: McGraw-Hill, 1959. Pages 184-256. This is the most precise statement by Rogers of the conditions in therapy that facilitate changes in the individual. He also describes the process and the changes themselves.

Carl Rogers. Freedom to Learn. Columbus, Ohio: Merrill, 1969. Using encounter groups and similar approaches to transform schools.

Edward Rosenfeld. The Book of Highs: 250 Ways to Alter Consciousness Without Drugs. New York: Quadrange/The New York Times Book Company, 1973. Fascinating vignettes of an enormous range of techniques, ranging from self-awareness, fantasy, and exercises through therapies, mysticism, religious. Even includes 62 devices and machines, about half of them electric.

Michael Rossman. "How We Learn Today in America." Saturday Review. August 19, 1972, pages 24-33. A fresh, useful analysis of the broad sweep of learning through various means within the alternative culture. Stimulating.

Mike Samuels and Hal Bennett. The Well Body Book. Random House, 1973. This tool for lay people gives a glimpse of a potential future in which people take more responsibility for their own physical health.

William C. Schutz. Here Comes Everybody: Body Mind and Encounter Culture. New York: Harper and Row, 1971. A moving, far-reaching description of the entire encounter movement and its techniques. Includes five scenarios pointing up the future potential of encounter.

Charles T. Tart. Altered States of Consciousness: A book of readings. Toronto: Wiley, 1969. Hypnosis,mediation, dreams, psychedelics, and so on. Still useful.

Robert Theobald and J. S. Scott. Teg's 1994: An Anticipation of the Near Future. Chicago: Swallow Press, 1972. A moving novel that consists of documents about the learning of a 22 year old woman during her fellowship year, which occurred in 1994.

Alvin Toffler. Future Shock. Random House, 1970. Especially chapters 12-17, which discuss the problem of a helping a person cope with rapid social change and with the diversity of subcults and lifestyles.

Allen Tough. Learning Without a Teacher: A Study of Tasks and Assistance during Adult Self-Teaching Projects. Toronto: OISE, 1967. Describes how 40 Torontonians planned and conducted their own learning efforts, particularly what help they obtained and from whom.

Allen Tough. The Adult's Learning Projects: A Fresh Approach to Theory and Practice in Adult Learning. 1971. A comprehensive description of adult learning efforts, regardless of whether self-planned, in a group, or in a one-to-one situation. Some learning projects aim at major far-reaching personal change, but others aim only at brief or minor changes.

Allen Tough. Expanding your Life. (Offset). An effort to help the reader choose the next change or growth step by presenting a broad panorama of possibilities.

# GUIDE TO QUESTION ASKING

Allen Tough

(Introduce yourself. If necessary, say "We're conducting a study of certain people in this area." If necessary, check that this person meets the criteria for this particular sample).

Our research is about what sorts of things people learn. Everyone learns, but different people learn different things—and in different ways.

I'm interested in listing the things you have tried to learn during the past year.

(For elementary and secondary school students only). We won't include learning for school, though. That is, if your main reason for learning something was to pass your year or please your teacher at school, we will not include it. But if that was only part of your reason for learning, then we will certainly include it.

When I say "learn" I don't just mean learning the sorts of things that people learn in schools and colleges. I mean any sort of deliberate effort at all to learn something, or to learn how to do something. Perhaps you tried to get some information or knowledge — or to gain new skills or improve your old ones — or to increase your sensitivity or understanding or appreciation.

Can you think of any efforts like this that you have made during the past 12 months?

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Try to think back over all the past 12 months — right back to (month) last year. I am interested in any deliberate effort you made to learn anything at all. Anything at all can be included, regardless of whether it was easy or hard, big or little, important or trivial, serious or fun, highbrow or lowbrow.

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It doesn't matter when your effort started, as long as you have spent at least a few hours at it sometime since last (month).

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We want to get as complete a list as possible, because we think that people make far more attempts to learn than anyone realizes. We can include any sort of information—knowledge—skill—or understanding at all that you have tried to gain — just as long as you spent at least a few hours at it sometime during the past 12 months. What else do you recall?

(For Respondent)

Can you recall any other efforts to learn that were related to your home or your family? Anything related to your hobbies or recreation? Your job? Your responsibilities in various organizations, or clubs, or in a church or synagogue, or on a committee, or some other responsibilities? Anything related to some teaching, writing, or research that you do outside of your job?

Going right back over the past 12 months, can you recall any other times that you tried to learn something by reading a book? When you read newspapers or magazines, do you read certain topics or sections because you want to remember the content? Have you tried to learn anything else from booklets, pamphlets, or brochures? From memos, letters, instructions, or plans? From technical or professional literature? From material from a library? From workshops or programmed instruction? From an encyclopedia or other reference work?

Have you learned anything at all from a medical doctor? From a lawyer? From a counselor or therapist? From a financial or tax adviser? From a social worker? From a coach? From a private teacher? From a specialist or expert? From individual private lessons?

Have you learned anything from documentaries or courses on television? From TV news or some other TV programs? From radio? In a theatre?

Have you tried to learn from conversations? Or from asking questions: that is, have there been any topics or areas that you have tried to learn about from your friends or other people? Have you deliberately sought to learn by seeking out stimulating individuals? Have you tried to learn anything from your parents or your spouse? From your brother or sister? From a neighbor?

Perhaps you have learned something in some group or other? Perhaps in some meeting or discussion group? From attending a conference? From a retreat or weekend meeting? From an institute or short course or workshop? From a committee or staff meeting? From taking a course? From attending evening classes, or lectures, or a speech? From a correspondence course? From attending a club or association?

Perhaps tape recordings or phonograph records or "a language lab" helped you learn something during the past year?

Have you learned in a church or synagogue? In a college, university, or school? In some community organization? In a company factory or office? In a government program? In an exhibition, museum, or art gallery? In some vacation program? In some extracurricular activity after school? In a club? At the "Y"? At a camp?

Can you think back to 11 months ago? Try to recall your main jobs, activities and problems at that time. Were there any efforts to learn connected with these? How about six months ago?

Now, I have a list of the things people learn. It may remind you of other things that you have tried to learn during the past 12 months. Take as long as you want to read each word, and to think about whether you have tried to learn something similar. (Give him the sheet, or read it aloud if necessary.)

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OK, thank you. That gives us a fairly complete list. If you suddenly think of something else you have learned, though, please tell me.

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Some things that people learn about

1. a sport or game; swimming; dancing; bridge.
2. current events; public affairs; politics; peace, biography
3. sewing; cooking; homemaking; entertaining
4. driving a car
5. home repairs; woodworking; home improvement project; decorating and furniture
6. a hobby or craft; collecting something; photography
7. raising a child; discipline; infant care; child's education
8. nature; agriculture; birds
9. mathematics; statistics; arithmetic
10. speed reading; effective writing; public speaking; vocabulary; literature
11. science; astronomy; man in space
12. health; physical fitness; posture; clothes; appearance
13. history; geography; travel; some region or city or neighborhood
14. personal finances; savings; insurance; investing; purchasing something
15. psychology; effective relationships with other people; group leadership; social skills
16. typing; data processing; mechanical skill
17. some personal problem; mental health; an emotional problem; an illness or medical condition
18. various careers; choosing an occupation; finding a job
19. gardening; landscaping
20. something related to a job or responsibility or decision
21. musical instrument; singing; music appreciation
22 professional or technical competence; sales skills; how to teach or supervise
23. some aspect of religion; ethics; philosophy; moral behavior
24. current changes in society; the future; problems in cities; pollution; sociology.
25. dating; relationship with the opposite sex; manners; marriage; relationships within the family.
26. art; painting; architecture
27. business management; economics; business
28. sensory awareness; human potential; communication; understanding oneself; efficiency.
29. new techniques; a new way of doing something; an innovation
30. English, French; some other language

Now I want to find out a bit more about each of your efforts to learn. Let's begin with the first one which you checked on the list. It was your efforts to learn ________________________ . This sheet will help us estimate the number of hours you spent at your actual efforts to learn this, and the number of hours spent at planning and preparing for that learning.

(Hand him the sheet. If possible, pin down and record just what the learning episodes were. For example, you could ask, "How did you go about learning this? What did you do? . . . Was there anything else you did to learn ________________?" Examples of the sort of activities you might record are: watched a pro, listened to records, read . . ., practised attended . . . . This list of activities is primarily for your benefit in helping the person estimate his time accurately: we do not need the data for other purposes. In other words, don't make any special effort to get it or to record it carefully, but on the other hand don't discard it either.)

(If you are doubtful about any activities suggested as learning episodes, check whether the desire to gain and retain certain knowledge and skill was stronger than all the other purposes put together. For example, you might ask the following question: "In that activity or episode, was your desire to gain certain definite knowledge and skill, and to retain it for at least two days, stronger than all your other purposes put together?" Or you could ask, "During that activity, how long did you want to retain what you were learning?")

(If the number of hours is below 14, check two criteria, first "Within some six-month period, during the past year, did you spent at least five hours at the learning itself--that is, at the first items on your sheet? Second, "Within some six-month period or other, during the past year, did you spend at least seven hours altogether?")

(Repeat for each learning project. Record the bottom question on his sheet, too.)

(For respondent)

1. We need your best guess about the total amount of time you spent at all aspects of this particular learning effort during the past 12 months.

Please include the time you spent reading — listening — observing — or learning in some other way — if your main purpose during that activity was to gain and retain certain knowledge or skill, and to retain certain knowledge or skill. In other words, we will include all the times during which at least half of your total motivation was to gain certain knowledge or skill, and to retain it until at least two days later.

In addition to the time you spent at the actual learning itself, please include all the hours that you spent, during the past 12 months, at deciding about the learning, planning the learning, and preparing and arranging for it. This can include any time spent at deciding whether to proceed with the learning — deciding what to learn — deciding how to learn — deciding where to get help — seeking advice about these decisions (from other people or from printed materials) — traveling to some of the learning activities, such as a meeting or practice session or library — arranging appropriate conditions for learning — choosing the right book or person for the actual learning — obtaining that book or reaching that person.

Of course, you cannot remember exactly how many hours, so just give your best guess. If you wish, just choose the closest number from the following list: 1 3 6 10 20 40 70 100 140 180 or more.

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2. Which of these two answers describes this particular learning effort at the present time.

(A) NOT VERY ACTIVE — that is, you have dropped it or completed it, or you have set it aside for a while (or you are spending much less time at it now then you were before.):

(B) DEFINITELY ACTIVE — that is, you are definitely continuing this learning effort right now, and you are spending about as much time as ever at it.

Now we return to that first learning project on the list. The knowledge and skill you gained in that one was ______________. For that knowledge and skill, please tell me your answers to these questions. (Give the sheet. Simply record the three letters for **each** learning project).

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In any of your learning efforts listed so far, was credit any part of your motivation? That is, did you hope to use any of your learning efforts for academic credit—towards some degree or certificate or diploma, for example? (Pause) Was any of your learning directed toward passing a test or examination, completing an assignment for a course, or producing a thesis? (Pause) Were any toward some license, or a driving test —— or toward some requirement or examination or upgrading related to a job?

(Probe if there are any other learning projects in the list that you think might have been for credit).

(For each learning project that he says for credit) Think of all your reasons for this particular learning effort. Was your desire for credit about one-quarter of your total motivation for learning, or about a half, or 90% —— or just what portion was it? (Record as "credit" if 50% or higher; as "partial credit" if 30-40%; and as "non-credit" if less than 30%).

(For Respondent)

1. Please think for a moment about how much knowledge, information, and understanding you gained as a result of this one learning project — or think about how much your skills and habits improved — or how much your attitudes or sensitivity changed.

Would you say that altogether:

(A) you learned a large amount or changed a great deal;
(B) you were about halfway between (A) and (C); or
(C) you just changed or learned a little

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2. How enthusiastic have you been about having this new knowledge and skill?

(F) very enthusiastic;
(G) quite enthusiastic or fairly enthusiastic;
(H) not especially enthusiastic

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3. Let's set aside your own benefits for a moment, and look at any benefits for other people. Your new knowledge and skill might have been of some benefit to your family, your friends and relatives, your boss, your company or organization, your field, or even to people who live in other places.

To what extent did the knowledge and skill you gained provide some benefit to people other than yourself?

(J) to a fairly large extent;
(K) medium (about halfway between J and L);
(L) only to a small extent.

I have another sheet that might help you recall some learning effort that has not jumped into your mind yet. This sheet describes four different sorts of learning efforts: perhaps you assumed we were not including all four types in this interview. (Hand the sheet). Please tell me when you have read as far as the line that goes right across the sheet.

(When he stops) Can you think of any other learning efforts, during the past year, in which you attended a group? Do you understand the sheet fairly well so far? Now read number 2. (Then ask whether any recent learning fit #2, and repeat this procedure for #3 and #4).

(For Respondent)

There are four different sorts of learning efforts, according to who directs them. That is, a person's efforts to learn can be classified according to who was responsible for the day-to-day planning. We have to look at who planned or decided exactly what and how the person should learn at each session. For example, who decided what the person should read or hear, or what else he should do in order to learn?

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1. Some learners decide to attend a group or class or conference, and to let the group (or its leader or instructor) decide the activities and detailed subject matter from one session to the next. A group may be of any size from five persons to several hundred.

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2. In other learning efforts, the planning or deciding of the details is handled by one person, who helps the learner in a one-to-one situation. That is there is only one learner. These two persons interact face-to-face, or through correspondence or the telephone.
   Private music lessons, individual lessons from a golf pro, and being taught to drive a car by a friend are examples. Two or even three learners receiving individualized attention from one other person can be included here.

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3. In some learning projects, most of the detailed direction regarding what to learn and do at each session resides in some object (some nonhuman resource).
   Examples of these are: a set of recordings, a series of television programs, a set of programmed instruction materials, a workbook or other printed materials, and a language lab. The learner follows the program or materials: they tell him what to do next.

4. In other learning projects, the learner himself retains the major responsibility for the day-to-day planning and decision-making.
   He may get advice from various people and use a variety of materials and resources. But he himself usually decides just what detailed subject matter to learn next, and what activities and resources to use next. Instead of turning the job of planning over to someone else, he makes these day-to-day decisions himself.

Now we are going to think about each of your learning efforts in turn, and try to decide who or what was the director. That is, who decided what you would learn—and how you would learn—whenever you spent some time trying to learn? The first learning effort in our list is ____________. Does it fit into one of the four types on your sheet.

(If no one resource was primarily (51%) responsible, classify that learning project as "mixed direction." If he does not seem to understand, or if you feel doubtful about his response, ask who the particular director was for the past 12 months rather than earlier.)

(Repeat for each learning effort. Do not bother asking for details about the particular director or methods, but whenever these are mentioned please record them).

(If the director was a group, or the instructor in a group). Now I want you to choose one of two possibilities. The first possibility is that this group was sponsored by an educational institution, or it had an instructor or leader or speaker who was assigned to that group of equals meeting outside of any organized or institutional framework, and taking turns planning their own learning activities. Which was your group? (If hard to classify, just record a few specific details. For example perhaps it was about half and half, or perhaps there was a shift, or perhaps there was a small committee planning for a very large group or association of which the committee was a part.)

(If the learning project was person-directed). Now I will suggest two possibilities, and I want you to tell me which one is correct. One possibility is that the one person who helped you was paid to do so (paid by you, or by someone else); or the person was doing so because this was a definite responsibility for him, or part of his job. The other possibility is that he was helping primarily because he was a friend or relative. Which was the case for your learning project? (If he was a friend or relative ask: "Was he a trained or professional instructor in this subject matter who just happened to also be your friend or relative?") Were you almost always alone with him, or was there often another learner with you—or even two other learners.

NOTE: Also record the major source of subject matter. That is, what resource provided most of the content? Examples: my brother; a pro ski instructor; Dr. Spock's book; several books; a parents' discussion group at the church.

## Miscellaneous Notes for Interviewers

Do not interrupt the person's list of learning projects in order to ask criterion questions unless it is clear that the person is far off the track. Whenever there is a long pause, though, you may want to clarify the one or two or three possible learning projects that have just been mentioned. Use all your insight and questioning skill in order to understand just what the real focus was. Try to become precise about just what the person was trying to learn. Especially if he selects one of the methods or subjects from our lists, try to get him to use his phrase rather than ours. Record the desired knowledge and skill, the task or responsibility, the question, knowledge and skill, the task or responsibility, the question or interest, or whatever the focus was.

Do not quarrel with the person's decisions and data, but do sometimes make one or two attempts to check his understanding of the question or to clarify his answer. Record any doubts you have about the responses you get.

Whenever the person mentions some activity or some area of his life that you think might have produced other learning projects, too, ask him about this possibility.

Detailed definitions and criteria are presented in Chapter 2 of The Adult's Learning Projects.

# COMMUNITY NEEDS AND RESOURCES

Frieda Shapira

I believe that communities can change for the better. The joy of being a citizen is to participate in the community change process which occurs anyway for better or for worse. I hope that we as professionals will begin to listen to the community without necessarily explaining what we are doing but rather begin to listen with a different focus. We are going to explore some issues that seem to be relevant to community growth and change. The questioning process is basically the role of the library profession in community change.

We thought we would go about it this way. We are going to ask a group of six people to judge one of these issues while the rest of us judge what is happening while learning what the interchange is. In questioning the role of a library it is not in any sense a negative approach. I know that you are thinking about the role of the library. I am bringing to you some hard problems that I see in our community. I really would like your idea on how the library can associate itself with these crucial problems in the community. I am sure your ideas will differ; but in that process we all might think more effectively about the community.

The four situations that I bring to you are really closely related. The actual details of this community are not as important as the fact that the community itself is extremely divided over decisions for and against black and white participation. That situation remains a major battle ground and has been evident in the school itself. Everybody tends to meet in the school because that is what the controversy is about.

It would seem to me that the public library can be a neutral meeting ground. It could be a meeting place to talk about the issues. This means that librarians would have to be out in the community becoming members of such groups as the Urban League, and in working closely with the schools. When someone needs to have a meeting place, the librarian would offer the library. In doint so it is not merely a question about the resources in the library. Even more so, I think it means that the librarian should get involved in the community and not just read a newspaper about it. I see a great validity really of bringing people together in a place where the resources are also visible.

Questions for discussion:

> Can the library provide information without taking sides in social controversies?
>
> Is constitutionality one criterion by which judgements can be made as to the help the library can give?
>
> Official segregation is unconstitutional. What if the Ku Klux Klan asks for help?
>
> Can the staff of the library be used to augment the staff of an organization, such as the Y, or the Urban League?
>
> Can the storytelling technique, to induce children to read, be elaborated and extended to adults?
>
> Can the abstract learning in books be made understandable to uneducated adults? (Can the essence be extracted — Is this the librarian's function?)

## FOUR CHALLENGES FROM THE COMMUNITY

1. How can the library help a black community get good education for its children?

About eight years ago, the Homewood community was divided on whether to accept the Board of Educations's plans to build a new elementary school in its midst. The school was needed; but protests made on the grounds that it would be all black. The school was not built. The 7th and 8th grades were in the senior high school building, and became a discipline problem.

A new middle school has just been completed on the border between the black community and a white community. The Board established a policy of enrolling 48% black students and 52% white students. Enrollment was on a voluntary basis. All the black eligible children applied. Half of these had to be rejected. Strong recruitment efforts were made for the white children. School opened with 100 fewer white students than were needed.

There was bitter disappointment that the 6th, 7th, and 8th grade black children who were not accepted would not get equal education with those in the new school. The Board of Education selected another black elementary school, converted it into a middle school at short notice, and re-assigned grades 1 to 5 to other black elementary schools in the area. There were protests from the elementary students assigned elsewhere, protests from those who wanted only integrated education, and protests from those who felt the quick and superficial remodeling of the old school was a sham.

How can the library help parents evaluate a good learning environment.

How can the library help parents judge good discipline policies?

How can the library help parents help their children to learn and to want a good education?

How can the library help parents evaluate advantages and disadvantages of integration?

Community Resources: Urban League
Ad Hoc Neighborhood Groups
Parent Representatives in the Schools
Board of Education

* * *

2. How can the library help a white community get a good education for its children?

The East End, Squirrel Hill, and Shadyside communities were concerned about the new middle school. Some liked the idea of the open classrooms, ie. the stated policy of allowing each child to progress at his own speed. Others feared this flexibility and said they wanted the traditional classroom teaching. Many feared that the high percentage of black students would result in physical attacks upon white students.

The Board of Education placed all of the Scholars program (upper 20% of students) in this school so that the white students who were in this program had no choice but to go there. There were many dire predictions that the whites would move to the suburbs or enroll in private schools.

How can the library help a community deal with racial fear?

How can the library help this community evaluate a good learning environment?

How can the members of this community evaluate the advatages and disadvantages of integration?

Other resources: National Council of Jewish Women
Squirrel Hill Urban Coalition
Parent Representatives in the Schools
Board of Education
Urban League

* * *

3. Can the library help an institution bring about social change?

The YWCA has a national priority over and above all its many and varied programs. It is called the Imperative — to eliminate racism wherever it exists. Definition of racism: "Any attitude, action, or institutional structure that subordinates a person or group because of his or their color."

We carried out an audit of all our activities within the Y structure to identify institutional racism. We are going to make a similar audit of the community to identify where institutional racism exists. We try to effect change where possible to eliminate racism, both within the organization, and elsewhere in the community.

We have used professional consultants to help us become more conscious of the problem and to help us devise a system of monitors. The national office of the Y has given us a manual suggesting how to proceed. In this manual is the following statement:

"In the past, public libraries kept some books off the shelves which expounded too vigorously the real truths about slavery, annihilation attempts on Indians, the treatment of migrant workers, and concentration camp in American society. Ethnics of color were often denied their rights as citizens to use white library facilities."

Also, in the same manual:

"By consulting with your community library or nearby bookseller you may be able to arrange for a display of the suggested materials at the YWCA, the library, or the bookstore. This display would be one way of communicating to the public that the YWCA is focusing on institutional change and that it is concerned with providing channels for more persons to become aware of society's inequities."

The library has a representative on our public affairs committee, and in one community has joined with other community groups to fight a highway plan, and to participate in planning for community services. We used films from the library to stimulate high school discussion groups on black-white problems. We have not thought of going to the library for any other help. Should we?

* * *

4. How to start school for high school drop-outs.

The Opportunities Industrilization Center is an organization which trains unemployed and underemployed men and women for jobs. Last month it was suggested at the board meeting that we also consider establishing a school for high school drop-outs as the organization is licensed to give a high school diploma. The director said that in Philadelphia there is such a school and that it is a very exciting demonstration of what can be done.

I was asked to be chairman of this project and it was suggested that the director and I would go to Philadelphia to see the school there. We are all aware that communities and personalities are different. What works in one place may be a disaster elsewhere.

What do I need to know to be a facilitator for this program or to recommend against it?

Can the library help me?

Can the library be a special resource if the program is established here?

## The Dallas Experience with Independent Study

Jean S. Brooks

Independent study in the Dallas Public Library is a program for self-education. People have largely exhibited two purposes for use of the program. Self-enrichment identifies the purpose of many people who come to the libraries. There are probably as many topics in self-enrichment as there are people who come. Study projects are often oriented towards community interests. People are concerned about real life interests related to their every day problems.

Another purpose people have for independent study is that of preparing themselves for college level examinations to earn credit through CLEP (College Level Examination Program) tests. For these independent study services, the library provides study guides and reading lists to the learner at no cost. The study guides and reading lists were prepared by Southern Methodist University faculty members during the funded Independent Study Project. The Project covered a two year period from 1971-1973, and was funded by the College Entrance Examination Board, National Endowment for the Humanities and the Council on Library Resources.

Even using CLEP, tests are an optional goal. The learner does not need to take a test if he wants to study for personal enrichment. The CLEP program provides a focus for the program and helps some people satisfy their curiosity about college level education. These tests can also provide the basis for many more people to advance to professional positions. Learners use independent study materials for a variety of purposes.

Parents are often attracted to independent study as a source of interest and guidance for their sons and daughters. Perhaps a father comes in and gets involved because he wants to upgrade his job performance, or he may be looking at a career change. In the process, he thinks about his son's college education since the son will be graduating from high school in the next year or two. The father considers the CLEP approach because of present day costs of sending children through college. Through CLEP, both money and time can be saved for the son's education. The father can continue to work while earning college credit to upgrade his work status.

At Dallas, during the Independent Study Project, only the adult services librarians worked with the independent study program. The only formal training was an orientation to CLEP information provided by the College Entrance Examination Board. In fact, the project was a very independent learning situation for the librarians. There was a great deal of objection to the new endeavor in the beginning. However, by the close of those first two years, the librarians wanted independent study to stay in the system because they recognized that it had become a source of real service to the user.

In working with individual learners some librarians never did get used to the type of person who came in with needs not clearly articulated such as: "I want to do something. I want to learn, but I don't know exactly what I want to learn or how I want to use my learning."

The librarian needed to be a patient and understanding listener, serving as the sounding board for the prospective learner's desires, vague interests, and doubts of personal capability. Independent learning, which removed the structures of enrollment, teacher support and time/place limitations was a concern unbelievedly difficult to translate. The librarian was being asked largely for "reassurances" as to the learner's capabilities. The learner's interests and needs had to be expressed in order that reader's guidance could take place.

The librarian was sympathetic but busy serving other users who's needs were clearly articulated. The librarian felt a sense of guilt because of time limitations resulting in inability to fully satisfy the learner's needs. This same advisory need had been recognized years earlier in libraries, resulting in a reader's advisory service where one librarian worked in an office with the learning individual and his problems. It was abandoned by most libraries as too costly.

Other prospective learners are more articulate in describing goals. Sometimes people are interested in moving from one career to another. Often this is a housewife, maybe the children have gone off to college, and the mother sees a sort of vacuum out in front of her. She wants something to do but it may not yet be defined as a career. Usually when a career decision is made she heads for college and most often starts at the community college level. This person is still somewhat unsure, so she is not going to move immediately into a four year college situation. At other times the student may be the business man who also sees himself at a dead end and often needs the same assurances to help him move on into preparation for a more self satisfying work role.

One woman who had started with us early in the independent study project came back in to visit. She used to come to every workshop the college faculty offered but she never appeared to be studying or working toward any defined goals. Although she wasn't zeroing in on any particular area, she was interested in what was happening.

Four years later she is still with us. She has taken some examinations, and the other day she left us a note, "I am enrolled now for fifteen hours at Richland Community College. Pray." So she is still moving out tentatively, trying out her strengths. I talked to her a little later that day and learned she was having the time of her life. "You know," she said, "as we get older we just have to learn to keep quiet and listen." Learning is growth and change.

Librarians have long recognized their role in helping people use library materials; readers advisory service has been in the profession for years. However, librarians often feel uncomfortable with the individual who comes in and just whats to learn about "something." Perhaps as librarians we have not always really served such a person with an understanding of what kind of process is happening to him.

Many librarians have not really given serious thought as to what impact certain materials will have upon a particular person once he leaves the library. Really, the only difference between a reader's advisor and a learner's advisor is a minor one. The learner's advisor looks at this person as a continuing learner — not just a patron or user of the library in a limited sense. Perhaps we need to look at the reason he uses us. We need to know a little bit more about the materials we suggest and how they will fit into his needs.

Traditionally, librarians have expected people to use library materials for study on their own. People have either selected their own materials or have been directed to do so from outside the library. But in independent study, there is no backup; there are no assignments from teacher-figures. With CLEP the librarian is responsible for putting a book in the hand of that individual that will help him pass this particular test.

The librarians who worked in the independent study project were dismayed at the implications of such an imperative. The librarians response took various patterns: "I haven't seen that test," "I don't know whose bias it shows;" "How can I take responsibility that this particular book is going to prepare this person to pass the test?" In other situations, when someone came in to get a car repair manual, there was no instructor, just the car, the man and the book, and the librarian never worried about whether that man got his car repaired with that book or not. But when it came to this newer type of learning the librarian's very expertise often made her fearful of accepting such responsibility.

Some librarians such as those at St. Louis Public Library are taking on testing responsibility. We have been asked to consider the possibility of offering regents external degree tests such as those for example given in New York or in New Jersey. These are tests which will test out a person's experiential knowledge. The state of Texas has not yet developed their own state external degree. Were we to move into this, we would be saying "Come and get a college degree from New York." I am not sure this would be a politically wise decision for a public library to make. However, the non-traditional learner also has needs to be met. Librarians must continuously consider roles they can justify. Perhaps librarians will someday become more involved with testing.

The response of the educational institutions as we became more and more involved with CLEP has been very good. In fact we have been just recently in the process of updating an information booklet on CLEP test acceptance that we prepared very early in the project. As soon as the very first college published credits they would accept, the library mailed copies to students.

Eventually more universities called to let us know they had decided to "get on the bandwagon," and now we have a list which includes all but two colleges and universities in our immediate area. This directory lists all of the course areas for which a person may earn credit through CLEP tests. It gives the score the person must have in order to get this credit and the number of credits available.

Even though this information came to the library directly from the colleges, some librarians were reluctant to accept it at face value. Many of them had had a bad experience as far as credits were concerned somewhere along in their own personal college experience. Referral directly to the source then becomes the next step. Dallas Public Library librarians had experience in such referrals. The system has a large bank of community information data and the data bank has been in computer form for some time now. We also know that agencies often do not always have the capability to serve in capacities they list. Referral is only as good as the person to whom you send your learner. We learned very early that it is best to locate one person on campus or in a community agency who can relate to the individual, who will understand special needs and will provide him/her the information at the learner's level.

Too often in the education area, the learner can be left confused, not really knowing even what an hour of credit means. The prospective student can go on campus and get the "run-around" or he may even get lost on campus. It's a very frightening and negative experience the first time around. The older student who has been out of the educational stream a long time is trying something he is not at all sure he should be doing. Proper information and referral helps him avoid some of these problems.

In the Dallas area, at the beginning of the Independent Study Project there was resistance from local colleges and universities to allow credit. The educational institutions appeared to feel threatened by CLEP. This too is part and parcel of a learning process which must take place across the community if the library learner is to have access to non-traditional learning alternatives. The colleges and universities in our area soon began to make a serious study of CLEP as it related to their individual programs. This involvement was aided to a great extent by a meeting conducted by the CEEB (College Entrance Examination Board) and the ETS (Educational Testing Service). These people came to Dallas and spoke to the representatives from colleges and universities about CLEP and what it could do for their students. Today CLEP scores are accepted and more and more non-traditional approaches to "entice" the new learner are offered by area colleges and universities.

Originally it was presumed possible to take CLEP tests and pass them purely on the basis on one's previous experience. However, for most people, experiential knowledge is not course oriented. Experiential learning is extremely valuable as the learner's resource pool. People do learn from going to the museum, from watching television or from reading books. The study guides we developed recognized this fact. Each guide represented a subject area to be covered. With the suggested books and other materials, one could pull together the knowledge learned from experience and enrich it so that a test which was course or discipline related could be taken and passed.

Community colleges have led the way in community service courses and are exerting considerable leadership. Community colleges see this new learner as a true community learner. More recently, private colleges which may be having financial difficulty are recognizing their responsibility to the non-traditional learner who has not until this time been attracted to the traditional academic classroom.

Educational Testing Service together with a number of colleges and universities across the nation is studying possible guidelines on assessment of experiential learning. The library learning consultant will find the availability of experiential learning assessments an invaluable aid to the individual who states: "I have so much learning, but I can't get any credit for it." People do have learning and there is a need for ways in which learning achieved through non-traditional methods can be validated.

Information and referral plays a very big part in a successful learning process. People are coming to the library for accessible learning information. Educational information should be available at any college or university in the community, but library users still report, "Thank goodness, I've found you. I have been calling throughout the city for three months and you are the only one who could give me the information I needed."

One must also recognize that part of the inability to obtain information may stem from faulty communication between the contacting parties. Evaluation of referral success requires feedback. The learner's advisor can advise: "If you do not get what you are seeking, call us back and we'll try another way." A poor "connection" does happen often enough that we believe the advisor of independent learners must consider that poor connections may happen because the individual you send out may not yet be ready for referral. He has not learned how to ask the questions he needs to know. He hasn't the vocabulary and hasn't learned to sort out what it is he really needs or wants to know. This is part of what may continue to happen in information and referral tomorrow. We find that we can put all kinds of lists on computers. But who is going to be the liason, the human link between the list, the learner with a problem, and the particular problem solving elements contained within the list? Who interprets information use in the final delivery system to the user?

Following the Independent Study Project, the Southern Methodist University/Dallas Public Library affiliation was no longer funded. That university now has its own independent study office which is concerned largely with the "Open University" — in reality a very closed university. The library moved down to aid that community learner who seemed to require more advisory help in order to start his learning project. We regretted the loss of SMU participation. The economics of educational institutions all too often work against individual independent study coordination at no cost to the user. The workshop approach in which SMU faculty had participated did not always fit into our busy library system planning. The move of Dallas Public Library was into a resource pooling coordinative effort with the community college in our district and at a later stage with the school district. We opened a library learning center in two of our branch libraries. The concept was the use of the total library as a learning center. We added two helpers (at no cost to the library), a guidance associate who answers the kind of informational questions that the patron brings, and a facilitator who answers learning problem questions.

We are being asked by the community to do unbelievable things to provide learning which librarians do not have the expertise to do. One example is that of the rehabilitation agency which sent a brain damaged lady to us to learn in our learning center. Her husband was an alcoholic. Her son was 18 years old. He did not know how to read and had never taken a bath. What she wanted us to do was to work with her alcoholic husband and teach the son how to adjust to society. She came to the library because she thought she could get help. Theoretically we knew where she should go for help. But in practice she still came back to us as a neutral nonjudgmental library agency where she wanted the learning to take place.

Theoretically, such help may be viewed as a beautiful library role, but the problem is the down to earth realities of the everyday library situation, its basic funding patterns and its actual resources and expertise. Is this something that the library system can absorb? Is this part of the role of a public library, or is it not? Do we do things by default because nobody else out there appears to fill the needs? In opening learning at lower levels in our community we have also opened a Pandora's box of unmet needs and/or unfulfilled and often unrealistic yearnings.

Perhaps the solution rests with overall city planning, and ultimately may only be solvable at that level. The role of the library may be one of alerting the larger community. Of more immediate concern is the fact that budget decisions are made by the city administration based on performance. What is the measurement stick that your taxpaying body uses to give you money to keep the library going? Social services and information and referral are less easily measured than circulation. How many books went out of that library? How many users do you have? These are realistically measureable quantity units of library performance for the tax paying dollar spent.

There are other agencies to which these special learners may be referred. When, as in this case, those other agencies are re-referring such individuals back to the library an unmet community need may have been defined. The learning consultant will continuously be defining limits for the library's role. Perhaps the next move is advocacy of a community source which can evaluate unmet needs and lacks in existing community resources. Of course libraries have materials available on life coping skills, alcoholism, personal care, but when deep-seated underlying problems prevent learning we must not confuse consultancy or guidance with remedial therapy.

The learner's advisor for independent study needs to know what is available in his/her community. This is part of the advisor's need to know. Otherwise how can he help these people reach what it is they are seeking? Nobody can learn for tomorrow if he is deprived and starving today. Someone may come in and say: "My husband is dying of cancer. I don't have my GED. But I've got to get it so I can get a job because he has only three months to live. But I don't have the money to take the test." Now the library can help her prepare for the GED. But we can't give her the money for the test. So where does she go to get it? What agencies serve as helping agencies for this individual?

We may start with an acceptance of the fact that in the community there are people needing help who are not getting it. The learner's advisor will continually evaluate how much or in what ways the library can give quality support to help meet needs. Perhaps if you are talking about completely independent learning, you are not talking about the mentally retarded. They may be able to do a little, but very little. They need constant help.

Librarians are not there as instructors, but we can do things with programs. We can show films on health and recreation. We can show this would-be learner how to use the library and help them choose books to read. We can help them to adjust to a normal community environment and help them learn how to behave in a normal social situation. Many educable retarded are being moved out of institutions into halfway houses and retrained in jobs. They are being returned to the community. Perhaps they need us or the kinds of things librarians can do. But we have to be sure of what is our of what is our most effective helping role. We are searching too, but how far do we go? Can we become a "school district" for independent study in coping skills? Obviously we have a facilitating role, but how much more than that?

Through experiences at Dallas Public Library, the librarian learned to work with the learner at many levels without condescension, to accept his ability to function without prior assumption, to value his needs for reassurance, and to listen perceptively in order to provide informational inputs suitable to his task requirements. The librarian's goal was to help the learner choose and direct his own learning.

# LIBRARIES AND INDEPENDENT LEARNING

Jose Orland Toro

The Office of Library Independent Study and Guidance Projects was organized in July of 1972, based in part on the experience with the Dallas Public Library project which gave us enough information to get started in library independent study. The national goal of the library independent study projects was to interest public librarians. The effort converged on the self-directed learner in trying to help an adult learn on his own and in providing the services that that adult needed. The first efforts at this time were initiated by the College Entrance Examination Board.

The library independent study project has been a national effort that seeks to interest public librarians in developing programs of independent study for the adult who is on his own. One of the problems in the whole area of learning in public libraries has to do with the populations which libraries serve. There are some populations that libraries do not seem to serve at all. The person who is interested in adult basic education is one type of audience that is very badly served by libraries for the very simple reason that publishers do not produce many materials for adults below the 8th grade level. This is a big problem that still has to be solved.

It should be remembered that the college level examination program was little more than just a set of examinations. It did nothing more for you than act as an intermediary between what some person knew and what the local college was willing to give credit for. Basically if you knew something or wanted to study something and could work on your own, the CLEP was initially of no use to you. It came at the end of the learning process. And as such there was something missing -- the educational delivery system. The normal student, who was associated with an institution, received direction and support. But if he was going to work on his own there was nothing available.

We knew from the early work and research which had been done, i.e. the Johnstone study of adult education, that approximately 114 million were involved in formal education and 9 million were working on their own. Of course a lot of these areas in which they were working had to do with subjects like gardening or bible study. Very little information was available for example about those who were studying physics or biology.

The Education Testing Service survey of adult learning in America which was done about 10 years later indicated that something like 77% of those adults in the country were involved in some sort of learning activity. That evidence indicates that a large number of adults are involved in educational activity. In addition, there was some evidence that while many people are willing to learn, they may be seeking other forms of learning or other alternatives to school-type situations.

The first thing we started to do was look very closely at what was needed. We more or less conceptualized with the aid of some consultants what should be done in a career counseling project. We felt that if one were going to bring change into the public library, then we had better understand what is going on there already.

So we conducted surveys which gave us some information about the field. Then we attempted to describe ideal service by visiting libraries, talking to librarians and brainstorming with consultants. We felt that if we analyzed the difference between what is and what should be, we would come up with a need. With that need we could attempt to develop a program.

Let me take a quick look at some of the things we have learned from the surveys. The response indicated that housewives were the group that were mainly served. Next in order mentioned were college students, professionals, businessmen, office workers, senior citizens and blue collar workers. As you can see that is the ranking they gave. Now what about adults themselves with whom the librarians had the most contact. Interestingly enough 76% of the people with whom the libraries were dealing with were interested in leisure and recreational activities.

The important thing that we learned was that adults engage in areas which might be regarded as personal development. On the other hand adults, engaged in activities of learning, were not the main focus of the libraries that had been surveyed. What we did get back interestingly enough are the traditional library goals. Every library in this country seems to exist to serve the community with essentially reliable information and to build the best possible collection which is organized for ease of access.

These surveys were done quite early in the project. They were useful in pointing towards problems we would run into. Obviously we had to start with some considerations and develop some plans to overide the existing situation. The surveys mainly showed also that the large urban libraries had the most resources such as available conference rooms and machinery for groups who wanted to get together for learning experiences. Also of use to us were the concepts that came from the large urban libraries: the learner determines what his goals are; the learner determines when he wants to do it; he determines when he wants to do it; he determines what it is he wants to get involved in.

Basically what these services do is help a learner plan a program of study, provide the learner with methods of assessing what he does, and guide the learner in the selection of appropriate materials. These basically were the types of services they identified. Essentially this sort of thinking went into the final model which we presented to public librarians, union representatives, manufacturers and people from the community who came in to help us settle on specific goals at a conference in Colorado. We spent several days developing what was to become the first stage plan for each library model of services. The plan which came out looked something like this. I had a very few basic elements. The first one was a statement of grant design representing the mission, philosophy and values.

Why would a community want to get involved in this? It is interesting to see how these stages were developed. The thing that we are interested in is that the program have the support of the values of the community. The values of the community were translated into a rationale for the existence of the public library. Thus we were able to specify where the public library can be involved with a learning function having to do with educational goals. We had to work with the statements and the documents of the public library which could be translated into actual services in the area of learning. As a result we had started formulating goals based on the values and philosophies of the community. We wanted them to understand that the goal must be translated into objectives. The goals themselves may be vague but objectives must be measurable.

The problem emerges when translating a goal statement into a real service, such as the library shall provide physical facilities to meet the needs of the independent learner. Even the statement is not specific that the library should provide independent learner consultant service. It took us a long time to show librarians that such broad statements were not really objectives. This was the first time that librarians began to perceive the difference between an action that you take and an end that you may want to achieve in terms of library service.

As we moved, we ended a description of the goals and took some preliminary steps towards a plan which could be devised. Time would have to be devoted to the changing of the librarians that were going to be involved in the program and the development of plans. We presented what we felt were the needs. The librarians could take these needs within a training program aimed at the services we had designed.

After training, librarians were then asked to take what they knew about the services they had planned and start launching a program based on the actual services that they were going to provide. We did this through a simple task. We told the librarians that the objectives of a library service had to be broken down according to the tasks that the librarian was going to perform in that actual service. Each library was headed toward something called learners advisory service.

While we have been looking for commonalities in the various libraries, we have not reached a consensus as to what that service is going to be like. One of the things we recommended was that each librarian do a self analysis based on the tasks that they were going to perform. We asked them to grade themselves as to what level of competency they were and then to follow it up with some self-directed learning on their own part. We thought this would happen during the actual in-service performance of a librarian with the public.

In developing the training program, there were several basic areas that had to be covered. One was an understanding of the adult learning which despite all the rhetoric to the contrary remains almost a no-man's land among librarians (see: Ronald B. Szczypkowski, Understanding the Adult learner, CEEB, 1974). Of related concern is the fact that librarians surprisingly recoil from getting involved with decision making. We had to provide more training in the decision making skills which they might use in helping clients reach their own decisions (see: H. B. Gelatt, Educational Planning and Decision Making, CEEB, 1974).

If you are not careful, the individual becomes dependent upon you. The individual depends upon you for making decisions. Some counselors of course encourage this. The librarian, as we perceived it, should take a different attitude. The librarian ought to make each patron as much as possible independent of the librarian. This of course relates to the biggest stumbling block of all: interpersonal communication or the interaction between the librarian and the learner. Throughout this we continue to hear that librarians are doing it already. But yet when you ask somebody to do it they freeze. We need a guide to the sort of things which may be included, although not a manual. Perhaps we need more institutes like this one you are involved with.

Our original problem remains of trying to get librarians to use the counseling model and translate it into a helping role for example for the guy who wants to repair a garage door, or to the woman with an alcoholic husband who wants to learn how to assist and help him. In the beginning librarians tended to see the project as one of dealing with college educated people. It took us some time to convince them that that type of program was going to fail if that is all that the library was going to do. The majority of people are not interested in college credit at all; in fact this is 85% of your learners.

Many citizens are getting involved in non-traditional learning areas; but why aren't they being helped by librarians? We learned a lot about this area from Tulsa. Tulsa took some of their staff and had them role play. They role played in front of TV cameras. The entire role playing was put on tape so that they could go back and look at themselves. The Atlanta librarians understood what the service was all about and they decided to watch themselves role play it out.

We decided to take what I call an internalized evaluation approach. We might try to develop a plan from the outside, but the evaluation of it would be done internally by the librarians themselves. This taught us quite a lot. The model which we used for evaluation came out of the

Ohio University Center for Evaluation. It is a very simple concept which basically says that you should evaluate everything.

If you have a goal you should evaluate whether indeed that is the goal. The way you evaluate the goal is to conduct a community needs assessment. Your goals should not come from 5 staff members who go into a huddle and say here is your goal. The actual design will be done by the library itself. We may try to direct these designs but we would not build an evaluation design for any library. The people involved in the programs in the library are asked to evaluate what they produce and we think that this is probably the most successful part of the entire program.

The learning function of a public library can be monitored and can be assessed. One of the things this shows is a model of the whole evaluation process. You start out with a philosophy that must be analyzed. In turn, this philopshy is used to analyze the need of the community. The philosophy and needs are very important. Some for example will say that there are people starving in the United States who should be fed. Other people may not have that value and say there is enough food in this country to feed everyone. To them, no one is starving.

Needs are the values which are held in that community. But in terms of evaluation they mean nothing more than that information must be gathered to make a decision as to what to do about those needs. From the needs should come the goals. Goals are very funny things. Goals are not usually measurable. The space program in the U.S. is probably one of the best examples. They have a goal to explore the universe. Russia also has the same goal. It is interesting that the U.S. developed its objectives as to how to achieve those goals which are all related back to a value system and philosophy.

When the Russians announced their goal of exploring the universe, the strategy and objectives that they choose were unmanned flights while the Americans choose manned flights. We were willing to risk human lives, while the Russians were not. The first objective was landing of a man on the moon. An objective should have a time limit. It is very good to say you are going to land on the moon but are you going to do it in 5 years or 3 years. What methods will you be using?

The concepts that I have been trying to get at throughout this whole presentation concern something which has been pioneered in England. It has not yet caught hold in America, but it is called participative planning. You've heard a lot about participative management but you haven't heard that much about participative planning. Participative planning may still be a questionable concept in management. But the idea is helpful in library development because it involves a number of staff of the library in the planning of any project. In some cases this may be a disadvantage. Since 15 people do not plan so well together in one group, you have to create ways by which you can feed information to maybe 7 people who make the final decision but who welcomes input from everybody in the library.

Participative planning and management forces staff to reach a consensus on goals and objectives as well as on how the whole thing is going to operate. But finally when you get down to management, it helps to monitor what is going on, i.e. the control of the actual program. Again, the concept is very important that everyone should be involved in the planning and that those who are involved in providing services should also get involved in the management of service. (see: Ernest R. Prospero, Program Planning and Evaluation Training Manual, CEEB, 1973).

In the evaluation process the person on the firing line is really the librarian. That person should have more to say about the management of the project than anybody else. If the librarian does not like the information, the project will never get off the ground. So the first objective of the evaluation system is to support the decision-making needs of the responsible librarian. From there on any questions that are made about the service would have to include at least the librarian.

Now those two concepts of participative planning and participating management were the two things that eliminated most of the obstacles we had with staff. Nothing was superimposed. We worked with the librarians on the basis of internalizing all decision making. This was carried to the point where we stopped short of dictating to the librarian what form they should use for collecting information. We told them generally something about form and design. But each library determined what information was needed that would allow them to make decisions and manage the needs of the library.

One can see from the appended forms the kind of information that most librarians felt they needed. Of course there were some other aspects of it, other information that they felt they needed about the characteristics of the service itself. What about referrals and study aids given out? This diversity in needed information caused some problems in the national office and subsequently in reporting back to the libraries involved. How do you make any evaluations about a service in which not only do different libraries collect different information, but they explore different categories, values and variable change? Eventually everyone understood there was a need to have a common data system. We are now asking for the same information and the variables remain the same. Out of that came a common evaluation system used by the libraries which more or less also describes the service.

In reference to evaluation, the first form is the most basic and important form of all. This form was not devised by our office. It is the consensus of 9 libraries after experimentation. It is the one they felt would work for everybody. If you take a look at the top of the form you will find that the information begins with data about the interview and right there we had a problem from the beginning. We knew that in some libraries a person would come in and say I've heard about your program, I want to get involved. Then the person would sit down across the desk from the librarian. The librarian in turn would ask for name, age and occupation. Fifteen minutes later the person was dying to leave the library.

The librarians felt that the freedom of the library was sacrificed, and that the informality of the service which characterized public libraries was compromised. So instead, the information was collected through an interview process wherein you explain what the program is all about. From the moment you start explaining, that person can start giving you information which can go directly on the form. In the beginning we encouraged experimentation. The form is to serve the librarian providing the service. The second time the person comes back, the librarian has an idea of what is going on. It was made so that minimal information is collected. It was also made so that the information can be readily analyzed.

The first area of information has to do with the learner himself. It is fascinating when you ask a person a question. The staff in Woodridge is very young and their set of values about getting inside the personal lives of a human being is very strong. They did not want to ask many questions. One question they did not want to ask anybody was occupation. In addition, no one wanted to ask the question of age. Later on we found out that Woodridge had a very high unemployment problem and that asking a person's occupation was sensitive. We found out that if you ask a person one question you may get 10 different answers. If they object to giving you the information then do not collect it. Eventually librarians began hearing things that they did not want to hear about, like personal problems.

At the end of two years we finally had an idea of what the service is all about. It took on the name of Learners Advisory Service. It also told us what is possible and what is not possible, what costs money and what doesn't cost money. The learners advisory service is composed of two parts: an advisory function and an information support function. The information support function includes those traditional services that you have in any library. We finally discovered that the general model of library service consists of the learner on one side, information on the other, and a lot of constraints in the middle. Library programs tend tend to be described in terms of information support.

What is usually missing is something which deals with the constraints in the middle, i.e. a learner who needs access to information. How you facilitate access of the learner to that information is what we felt was advisory service. Over a period of a year in talking back and forth we finally decided that the librarian would have to get involved in depth in the sharing of information with the learner. The first thing to be probed would have to be some diagnosis of the learning need. The traditional librarian accepts the first thing said by the patron as a goal, such as to study biology. But the learning consultant has to be a great deal more sophisticated than that.

## WORKSHOP ON NEED DIAGNOSIS

### Objective

The purpose of this workshop is to provide adult service librarians with a set of procedures for working with adult independent learners to identify, describe and structure information needs. The principal focus will be on facilitating the interaction process which occurs between the adult service librarian and the adult who is engaged in or planning to engage in a sustained and serious independent learning project.

### Approach

The task analysis approach will be described as a means for organizing the need diagnosis procedure. This approach involves discussions between the adult service librarian and the adult learner which are aimed at developing a detailed description of the adult learner's objectives and the tasks that need to be performed to attain these objectives. These task descriptions are then used as a basis for determining what information support is required to facilitate the performance of each task.

Basically, the task descriptions and the statement of objectives create a context for need definition and the provision of responsive and focused information services. Throughout the task analysis process both the librarian and the adult make contributions to the task descriptions. Once the initial task descriptions are developed the detailed need diagnosis begins. The need diagnosis procedure involves a characterization of the need in terms of such factors as:

- Purpose - what task is being supported; what purpose will the information support fulfill.
- Level of sophistication of the adult in the subject area.
- Time when material is needed.
- Type of material that best fits the purpose.
- Detailed description of topic.
- Material already read by the adult.
- Amount of information material desired.
- Time that can be devoted to the use of materials.

This detailed need characterization can be used by the adult service librarian as a basis for recommending and/or providing information service or guidance. The final step involves obtaining evaluative feedback from the adult on the usefulness of service in the performance of a task. This feedback is extremely important to the adult and adult service librarian in that it provides a means of clarifying and refining the characterization of the need. That is, if the recommended material is not exactly what is needed an analysis of why it is not can be useful in guiding the next selection.

The task analysis-need diagnosis-service-evaluation cycle is one that continues throughout the period of the independent project. Initially the objectives and tasks are described and put in the form of a model, then some needs are characterized based on task descriptions. As services are provided and evaluated and additional work sessions are held between the adult service librarian and the adult learner the task model is refined and elaborated and the need characterizations are clarified. Keeping a detailed record of this process provides both a guide to continued work and a description of past events.

## Topic Outline

- The role of the adult service librarian: to provide educational guidance and focused information support to adults engaged in independent study projects. Basically the adult service librarian functions as a link between the needs of the adult learner and the resources of the library and the community.

- The tasks of the adult service librarian include: Stimulating adults to pursue independent learning projects, guiding adults in the development and description of independent learning objectives and tasks, diagnosing information needs as they relate to the objectives and tasks of the adult learner, translating needs into responsive services, and obtaining evaluative feedback on the usefulness of services provided.

- A description of the interactive relationship between the adult service librarian and the adult learner. What background and skills each brings to the interview and how these backgrounds are combined to describe objectives, tasks, and needs.

- A list of guidelines to be used in the interview situation for establishing rapport, asking questions, etc.

- A description of the task analysis approach and example of how it can be applied to an adult learner.

- A description of need diagnosis including a possible form to be used for this procedure.

- A characterization of how a task analysis-need diagnosis is likely to proceed.

- A discussion of the need for evaluative feedback and the presentation of a form to be used for this purpose.

**Exercises**

- A tape of a task analysis interview will be played. Workshop participants will take notes on the tape and develop a task model. These models will be discussed.

- Two role playing interview exercises will be used:
  - An adult pursuing an independent project to gain credit.
  - An adult pursuring a non-credit independent project.

**Study Assignment**

- Each participant will be asked to try out the approach in a real situation and develop a description of that experience. This will serve as a basis for discussion at the second meeting.

**Study Materials**

- Aids to interviewing.

- Bibliography on interviewing guidelines.

* * *

## INTERVIEW GUIDELINES

. Make the adult feel comfortable. He has come to the library with some objective in mind. Explain to him why are are there and how you can be of help to him. You have worked with other adults with similar study objectives. You have a knowledge of resources, you have contacts in the community. You can get him the things he needs efficiently. Tell him in order to do a really effective job you must first work with him to understand his goals and interests and to describe the steps required to meet those goals and interests.

. The basic idea of the interview is to provide both the librarian and the adult with a shared understanding of what the adult is trying to achieve, and the steps that are necessary to get there. This will provide a framework for looking at information needs. That is, if you have a detailed description of goals, steps and the guidelines that direct how the steps are performed you have a firm basis for examining and responding to needs.

. The librarian should ask questions about the adult's goals and discuss tasks or steps required. It is best to start off by discussing objectives - how does the adult want to change himself, where does he expect to be at the end of his study projects, etc. This may not be easy - in many cases objectives are not well formulated. You may ask about objectives but get an answer that applies to some step he must take in completing his project. Write down what the adult says - it will probably provide an answer or partial answer to a later question. Try to make the conversation flow logically but at the same time keep on the topics of interest. Move from a discussion of objectives to the discussion of the following steps:

- Determining the scope and emphasis of study.
- Determining the sequence of study.
- Selecting study materials, etc., within the scope and sequence of study.
- Studying and integrating materials to reach one or more stated objectives.

In each of these areas there is information that the adult can provide about his interests and needs and information the librarian can provide in terms of guidance, direction and service.

. It may be that during your first interview with the adult you will not be able to discuss all his project tasks. Depending on how much thinking he has done and how complete his goals and objectives are you may not get beyond a discussion of determining the scope of the study effort.

. It is a good idea to take notes throughout the discussion. Review your notes occasionally to see where you may need more information. Tell the adult what you have written down and ask if there is more to be said.

. Do not worry about silence. There will not be a constant flow of conversation. You will ask a question, the adult will think before answering. When an answer is given you will write it down and think about the next logical question to ask based on the adult's response.

. A very important aspect of a good interview is effective listening. Try to put yourself in the frame of the adult. The more you can take on his perspective the better equipped you will be to meet his guidance and information needs.

. Close the interview by providing the adult with some information. Get him started on his project tasks. Also make it clear that you look forward to continued contact with him. You hope you can work together on his project. Tell him you would like to know if what you have given him is useful.

## Training Analysis Worksheets

Program________________________________________________

A. Tasks of the Librarian:

1.
2.
3.
4.
5.
6.
7.

B. Required Knowledge and Skill

Task 1________________________________________________

Knowledge(s)

1.
2.
3.
4.
5.

Skill(s)

1.
2.
3.
4.
5.

C. Training Need Analysis (Knowledge)

| Required Knowledge | Existing Competency Level | Training Needed (yes-no) | Recommended Training Method |
|---|---|---|---|
| | | | |

D. Training Need Analysis (Skill)

| Required Skill | Existing Competency Level | Training Needed (yes-no) | Recommended Training Method |
|---|---|---|---|
| | | | |

E. Outline of Proposed Training

1. Pur[illegible]: To acquire the following knowledge(s); skill(s)

2. Suggested training method.

3. Specific subjects to be covered.

4. Who will conduct training (inside the library, outside the library).

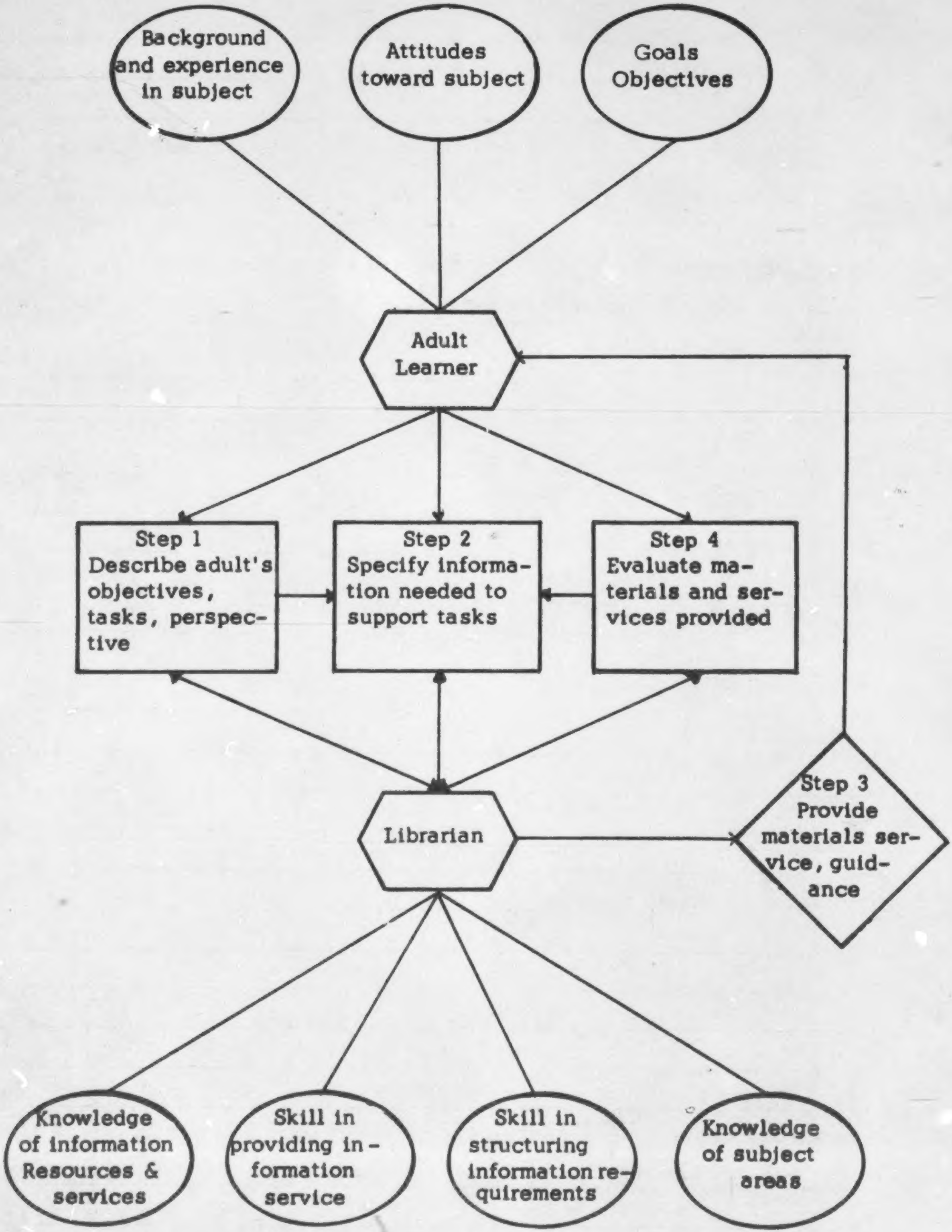
5. Number, length and spacing of sessions.

6. Format of each session.

7. Cost.

8. Proposed methods for evaluating training.

Interaction of Librarian with Adult Learner


Background and experience in subject
Attitudes toward subject
Goals Objectives
Adult Learner
Step 1 Describe adult's objectives, tasks, perspective
Step 2 Specify information needed to support tasks
Step 4 Evaluate materials and services provided
Librarian
Step 3 Provide materials service, guidance
Knowledge of information Resources & services
Skill in providing information service
Skill in structuring information requirements
Knowledge of subject areas

Need Description Form

Client's Name: ______________________________

Objective of Study ______________________________

Area of Study ______________________________

Date Requested ___ ___ ___ Date Needed ___ ___ ___ Date Supplied ___ ___ ___

Task Supported:

Formulating Objectives ___

Determining Scope & Emphasis of Study ___

Determining Sequence of Study ___

Selecting Study Materials ___

Studying and Integrating Information ___

Other ___

______________________________

______________________________

Time client has allocated to study ______________________________

______________________________

Clients level of sophistication ______________________________

______________________________

Description of topic ______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

Steps taken by librarian ______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

Service(s) provided ______________________________

______________________________

______________________________

## Evaluation Form

Client's Name ______________________________

Service Provided ______________________________

______________________________

______________________________

| | Useful | |
|---|---|---|
| | Directly Applies | Nice to know About |
| Formulate Study Objectives | | |
| Determine Scope of Study | | |
| Determine Sequence of Study | | |
| Select Study Materials | | |
| Integrate Information | | |
| Other | | |
| | | |
| | | |

Not Useful

___ Too general
___ Too specific
___ Too sophisticated
___ Too elementary
___ Redundant
___ Too old
___ Irrelevant
___ Other

Comments ______________________________

______________________________

______________________________

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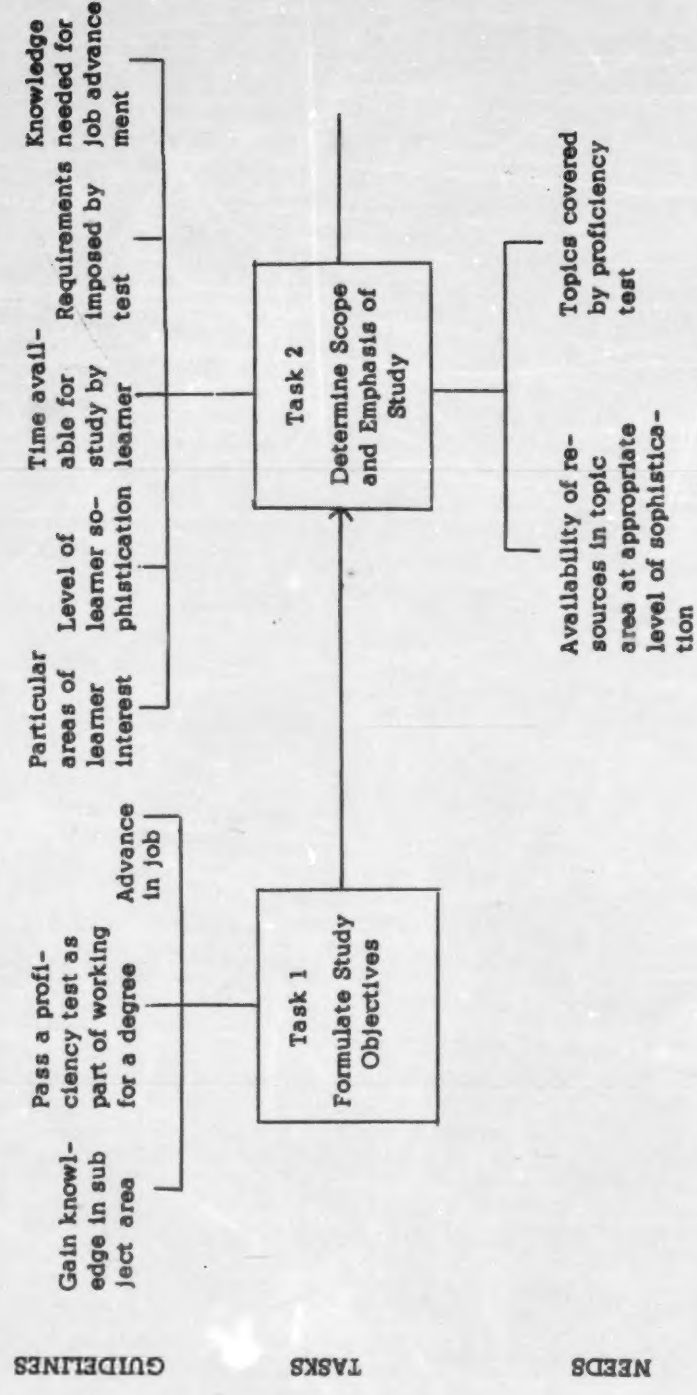
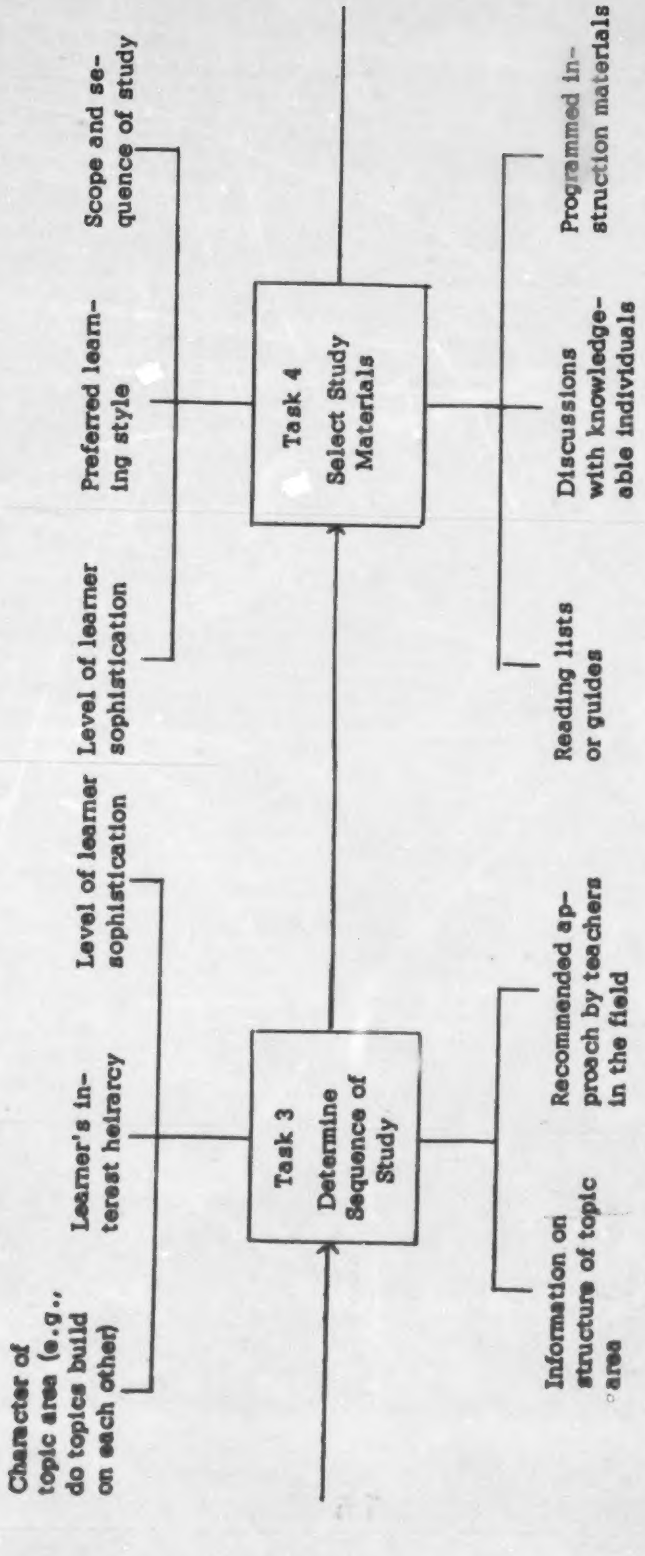
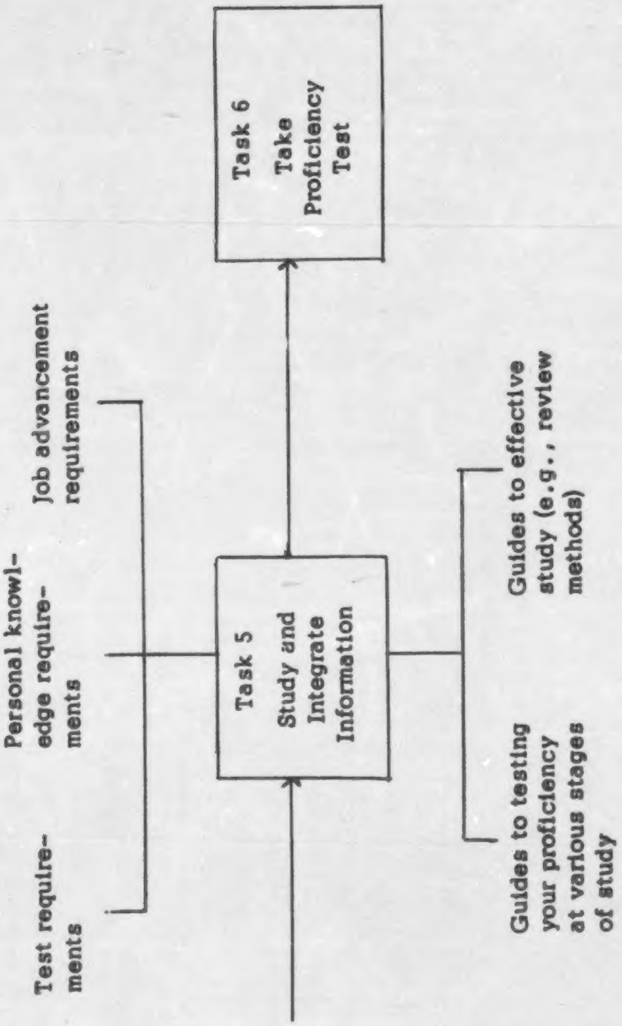
______________________________

## EXAMPLE TASK MODEL


GUIDELINES
Gain knowledge in sub ject area
Pass a proficiency test as part of working for a degree
Advance in job
Particular areas of learner interest
Level of learner sophistication
Time available for study by learner
Requirements imposed by test
Knowledge needed for job advancement
TASKS
Task 1
Formulate Study Objectives
Task 2
Determine Scope and Emphasis of Study
NEEDS
Availability of resources in topic area at appropriate level of sophistication
Topics covered by proficiency test


Character of topic area (e.g., do topics build on each other)
Learner's interest heirarcy
Level of learner sophistication
Task 3
Determine Sequence of Study
Information on structure of topic area
Recommended approach by teachers in the field
Level of learner sophistication
Preferred learning style
Scope and sequence of study
Task 4
Select Study Materials
Reading lists or guides
Discussions with knowledgeable individuals
Programmed instruction materials


Test requirements
Personal knowledge requirements
Job advancement requirements
Task 5
Study and Integrate Information
Task 6
Take Proficiency Test
Guides to testing your proficiency at various stages of study
Guides to effective study (e.g., review methods)

**Interview**

The purpose of this form is to provide the advisor with information about the learner and to provide both the advisor and the learner with a common basis for working through the learning project. This form should be filled out by the advisor.

Interview conducted: ☐ Phone ☐ In person

Date:____________________

Time: Begun________ Ended________

**General information about Learner**

1. Learner____________________ 2. ☐ Male ☐ Female

3. Address____________________
Street City State Zip

4. ____________________
Home phone Business phone Best time to call

5. ☐ Resident ☐ Nonresident ☐ In-service area

6. Specific occupation____________________

7. Occupational category *(Coder will complete)*:

☐ Housewife
☐ Blue collar worker
☐ Professional
☐ Manager, administrator
☐ Other white collar worker
☐ Unemployed
☐ Retired
☐ Student
☐ Other

8. Age *(circle one)*: −18 18-24 25-34 35-44 45-54 55-64 65+ NR

9. Use of project library:
☐ Once or more a month ☐ Once or more every 6 months ☐ Once or more a year ☐ Less than once a year ☐ Never

10. Use of other libraries:
☐ Once or more a month ☐ Once or more every 6 months ☐ Once or more every year ☐ Less than once a year ☐ Never

11. Library card ☐ Yes ☐ No ☐ NA

12. Learned of Learner's Advisory Service through: ☐ Newspaper ☐ Radio ☐ TV
☐ Library display ☐ Community display ☐ Librarian ☐ Word of mouth
☐ Another agency ☐ Community outreach ☐ Other *(specify)*__________

13. Education completed: ☐ Eighth grade or less ☐ Some high school ☐ High school graduate
☐ Some college ☐ B.A. ☐ Graduate work

Elaborate:____________________

____________________

____________________

____________________

Form A: I.D. No. __________

**Description of Learning Project**

14. Learning goals *(select one)*:

☐ Increase knowledge
☐ Pleasure and recreation
☐ Educational credit
☐ Increase skill
☐ Meet people with common interests
☐ Job advancement or change
☐ Contribute to community

Elaborate goal:

15. Area of learning project *(select one)*:

☐ Religion
☐ Technology, applied science
☐ Social sciences
☐ Arts
☐ General works
☐ Language
☐ Literature
☐ Philosophy
☐ Pure science
☐ General geography and history

Elaborate area of interest:

16. Background knowledge/skill in learning area: ☐ No experience ☐ Some experience

☐ Expert Elaborate background:

17. Learning method preferred by learner *(select one)*:

☐ Books
☐ Formal classes
☐ Audiovisual
☐ Informal discussions
☐ Programmed instruction
☐ Other

Elaborate learning method:

18. Learning location preferred by learner *(select one)*:

☐ In library ☐ In classroom ☐ At home ☐ Other

Elaborate location:

19. Possible ways of helping the learner meet learning goal(s):

**Description of Learning Project *(continued)***

20. Recommended sequence of learning project *(where to begin and steps to follow)*:

**Advisory Service**

21. ☐ Explaining independent learning program ☐ Clarifying learning goals
☐ Defining project scope ☐ Developing learning sequence

Elaborate service(s):

**Information Support Service**

22. ☐ Provide materials ☐ Refer outside library ☐ Refer inside library ☐ Gather information
☐ Provide study guide ☐ Provide resource list ☐ Other *(specify)*:

Elaborate service(s):

Steps to be taken before next appointment:

Next appointment date:

Comments:

Learner's Advisor

The purpose of this form is to provide a record for the learner and the advisor of the learner's progress. This form should be filled out by the advisor.

## Progress Report

Contact: ☐ Phone ☐ In person

Date:

Time: Begun ______ Ended ______

Learner:

Visit No.

## Modifications in Learning Project

1. Changes and/or elaborations in learning goals:

2. Changes in scope of area of interest: ☐ Broader ☐ Narrower

3. Elaborations of changes in area of interest:

4. Changes in ways of helping learner meet goals:

5. Changes, elaborations in sequence of learning project:

## Advisory Service

6. ☐ Explaining independent learning program ☐ Defining project scope
   ☐ Clarifying learning goals ☐ Developing learning sequence

7. Elaborate service(s):

## Information Support Service

8. ☐ Provide materials ☐ Provide study guide ☐ Provide resource list ☐ Gather information
   ☐ Refer outside library ☐ Refer inside library ☐ Other *(specify)*:

9. Elaborate service(s):

10. Steps to be taken before next appointment:

11. Next appointment date:

Learner's Advisor

Form B: I.D. No.

**The primary purpose of this form is diagnostic. It should help the advisor adjust to the needs of the learner. This form should be filled out by the advisor in conversation with the learner.**

## Progress Evaluation Interview

Contact: ☐ Phone ☐ In person

Date: ____________________

1. Learner ____________________

2. Does the learner feel that the learning project is moving at an adequate pace?

☐ Yes ☐ No ☐ Don't know

Elaborate: ____________________

3. Does the learner feel that he/she is progressing toward his/her learning goal?

☐ Yes ☐ No ☐ Don't know

Elaborate: ____________________

4. Has the advisor been available when needed? ☐ Yes ☐ No

If "no," how can this problem be corrected? ____________________

5. Have the library facilities been conducive to the learner's project?

☐ Yes ☐ No ☐ NA

If "no," how can this situation be improved? ____________________

6. Has the advisor provided the needed assistance in learning plan development?

☐ Yes ☐ No ☐ Don't know

If "no," what should the advisor do? ____________________

Form C: I.D. No. ____________________

Learner: ______________________

Date: ______________________

This form will provide a record of all material selected for the learner and the learner's evaluation of these materials. This form should be filled out by the advisor.

**Materials Worksheet**

| Date selected | Date available | Type of material* | Materials description (Title and call number) | In collection | | Not in collection | | Usefulness | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Available | Not available | ILL | Ordered | Appropriate | Too general | Too specific | Too advanced | Too elementary | Redundant | Irrelevant | Too old |
| | | | | | | | | | | | | | | | |
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*Print media: Books (including paperbacks), pamphlets, periodicals, microfilm.
Visual media: Films, slides, film strips, pictures, video cassettes.
Audio media: Records, tapes.
Study aids: Bibliographies, study guides, resource lists.

Form D: I.D. No. ______________

This form will provide a record of all referrals made for a learner, an indication of whether appointments were kept and the usefulness of each referral as judged by the learner.

Learner ______________________________

## REFERRAL WORKSHEET

| Agency/Individual | Type of Referral* | Agency Contact Date | Learner Appointment Date | Learner Used Referral (yes-no) | Date Referral Followed Up | Referral Useful (yes-no) | If Not Used or Not Useful, Give Reason |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
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*Advisory Referral Outside library (AO), Information Support Referral Outside Library (IO), Advisory Referral Inside Library (AI), Information Support Referral Inside Library (II)

FORM E - ID No. ____________

**The purpose of this form is to get the learner's impressions of the advisory service. The learner fills out the form.**

## Learner's Evaluation

| Questions | Evaluations | | | | |
|---|---|---|---|---|---|
| | Never | Seldom | Sometimes | Often | Always |
| 1. Was the library open when you needed it? | | | | | |
| 2. Were the library facilities helpful to you in doing your learning project? | | | | | |
| 3. Was the Learner's Advisor available when you wanted to talk? | | | | | |
| 4. Were you comfortable in talking to the Learner's Advisor about what you wanted to learn? | | | | | |
| 5. Did the Learner's Advisor understand what you wanted to learn? | | | | | |
| 6. Was the Learner's Advisor helpful in developing a plan for your learning (helping you decide how to begin and what to do)? | | | | | |
| 7. Were the right materials (books, tapes, etc.) available when you needed them? | | | | | |
| 8. Were the materials given to you by the Learner's Advisor useful in helping you learn what you wanted to learn? | | | | | |
| 9. If you used a list of resources or a study guide in your learning, were they helpful? | | | | | |
| 10. If you were referred to another agency did that agency help you in your learning project? | | | | | |
| 11. Overall were you satisfied with the help provided to you by the Learner's Advisory Service? | | | | | |

(over)

Form F

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12. Would you use the service again? ☐ Yes ☐ No ☐ Don't know

13. Would you recommend the service to someone else? ☐ Yes ☐ No ☐ Don't know

14. How do you think you have changed as a result of your project and the help the library has provided?

Learner's name

Date

Form F

**The purpose of this form is to obtain the advisor's overall evaluation of the experience with the learner. Advisors fill out this form.**

## Learner's Advisor Evaluation

| | Evaluations | | | | |
|---|---|---|---|---|---|
| Questions | Never | Seldom | Sometimes | Often | Always |
| 1. Was the learner comfortable in talking to you about what he/she wanted to learn? | | | | | |
| 2. Did you understand what the learner wanted to learn? | | | | | |
| 3. Were you helpful in developing a learning plan? | | | | | |
| 4. Were you available when the learner wanted to talk? | | | | | |
| 5. Were appropriate materials available for the learner when he/she needed them? | | | | | |
| 6. Were the materials that you provided the learner useful in helping him/her reach his/her learning goal? | | | | | |
| 7. If you provided a study aid was it useful to the learner? | | | | | |
| 8. If you referred the learner to an outside agency was this agency helpful to the learner? | | | | | |
| 9. Overall were you satisfied with how you helped the learner with his/her learning project? | | | | | |

(over)

Form G: I.D. No. ____________________

10. Did you feel you had enough time to work with the learner? ☐ Yes ☐ No

If "no," please comment:

11. Were the facilities and equipment in the library sufficient for what you needed to help the learner? ☐ Yes ☐ No

If "no," please comment:

12. Did you see indications of change in the learner as a result of his/her projects?

Learner's Advisor

I.D. No.

Date

# DISABLED AND ALTERNATIVE LEARNING PATTERNS

Albert Mastantuono

It is particularly appropriate to look at the ability of people to learn and the barriers they encounter in learning. It is only recently that we have begun to examine adult learning and what the implications of learning disabilities are for them. As such, it seems to me this is a real trail-blazing effort on the part of librarians to understanding learning disabilities.

Learning disabilities gets so confusing because you will read one thing in parents magazines, another in popular digests and still another in women's journals. It is a particularly big thing with children of course. We have only started getting into the problems of young adults and adults with learning difficulties. It is really a band wagon concept and we have to be careful of that. Everybody cannot automatically be labeled as learning disabled in order to take care of any problem they may have. I am going to try today in my portion of your institute to get across the message that you've got to work with people early. However you cannot ignore the adolescent or adult who already have problems and who may not have been taken care of in the home and especially in high school.

Right from the beginning I want to be sure that your realize we are not talking about people who are totally illiterate. We are not talking about retarded individuals for example people with severe physical problems. A lot of people with learning problems can read. They can do arithmetic. But their problems have been severe enough over the years that they remain handicapped when they become adults.

I have several things that I will be reading directly from because they are so beautifully done and they get across certain points. This very short little poem comes from Specific Language and Disability in the papers of Anna Gillihan. The title is "Preface".

The college dean says
such rawness in the student is a shame
'tis a lack of preparation is to blame.

The high school principal says
Good heavens, what crudity. The boys a fool
The fault of course is in the grammar school.

The grammar school principal says: "Would that from such a dupe I might be spared. They send them up to us so unprepared." The primary principal says: "Poor kindergarten children! And they call that preparation? Worse than none at all!" The kindergarden teacher says: "Such lack of training I never did see. What sort of person can the mother be?" The mother says: "You stupid child, but then you're not to blame. Your father's family are all the same!"

That is how so many of the people we work with get started. The buck gets passed all down the line. There are a lot of problems in educating people more effectively. I hope that we can hit on some of these kinds of things.

Some kids really to have emotional problems that prevent their learning. It's a question of the chicken and the egg. Which came first? Was it the emotional problem and defective learning, or learning problems contributing to the emotional problem. Some kids really do have emotional problems, because it is easier for most parents to accept the term learning disability than mentally retarded, or emotionally disturbed, or brain damaged. The term has been used over and over to describe a multitude of disabilities.

The federal government has been given a lot of money for studying this field of learning disability particularly to bureaus of education for the handicapped. The term learning disability has often been used synonymously for brain damage and neurological impairment. We are talking about most of your departments of education in a state such as Pennsylvania where 1 or 2% of the school age population are definitely learning disabled. Actually these people are apt to show some kind of brain damage, but that is a much too difficult term for most people to absorb. They have some kind of neurological involvement. It's not that they go walking into walls necessarily; but there are some coordination problems that a physician might pick up.

I personally think that in my experience of the school age population there are more like 67% of the kids who have learning problems. These are not due to retardiness, blindness or deafness but they would be in this category of learning disabled. I think they are going way out by saying that 40% of the school age population are learning disabled.

What does learning disabled mean? Often it means that someone has failed one course, or that they are three months behind on an academic achievement test. But this is under change because the state and federal education departments are not going to continue funding such a huge population. Such a loose definition covers an awful lot of kids. When we talk about learning disabilities we have to first look at the communications system.

Right now you are looking and listening. You are taking in perceptions. You are perceiving what I am doing and saying. But you are also perceiving other sorts of things such as outside noises, people out in the hall. You are listening to my voice which is the figure. You have to decode or breakdown the perceptions that are coming to you.

What do you think of when you think of integrating or associating? How do we express ourselves as human beings? There are other ways in which we communicate: gesture, expressing verbally either in the written or spoken word then there is a feedback system. Feedback may include brainwaves, ESP, telecommunications. You may simply be reading expressions on peoples' faces. Indeed your response to a test may be a feedback system. We know about feedback long before we enter formal schooling and continue during the entire life process. But you may be an individual who has a breakdown in this area.

What is happening right now? A jet plane going overhead. That is very distracting, particularly if you are by the window and particularly if you were a young child. You cannot if you are truly a learning disabled individual, if you have a audiotory figure grounded problem you really have a great deal of difficulty blocking out extraneous noise. It may be impossible to block out a record player that a teacher may have going.

This happens so often in school where a lot of kids have to sit right next to the window. Right under the window may be a playground or kidds just running around the school. What happens? A truly learning disabled child may have a problem in the first place blocking out auditory background noises. But in addition some visual stimuli may be thrown in. Suddenly as the months wear on the teacher will say this child is lazy. He's like his older sister or he's not like his older sister who was very smart. The teacher won't write that down, the teacher won't tell the child what happens but the child gets the message by gesture or by expression.

Try to think back on some painful experiences in your own elementary years. Reflect back on your grade school and think of some painful experiences. The teacher may not have said "booo" to you, but you could tell by either what she may have said to you, or by some expression on her face, or from lack of praise. The same thing can be said about difficulties of blocking out visual stimuli. I am talking about kinds of learning problems that if not dealt with early in a school career can lead to adult learning problems. So we have talked about the auditory and the visuals and I am not going to go into any more than these two categories. My notes on the chalkboard are so scattered and messed up it is hard to pick up visual. I have highlighted the word I want you to zero in on. Suddenly it becomes less blurred, and now becomes more of the foreground. This is a simple example.

We learn to read by over 50% of our hearing sense. We do not use the visual as much as we thought in the olden days. A child for example may have letter reversal; he is not necessarily being smart alecky. He is not being lazy or retarded. He doesn't need glasses or corrective lenses. Kids that have a visual discrimination problem may truly have letter reversal. A class example is when the child sees god for dog. They really see it that way and yet they have perfect vision, including that part of the brain that you do your seeing with.

It is inconsistency which brings about learning problems. You have all read somewhere in a basic psychology course about the optical experience where they use lenses which reverse your field of vision. After a number of hours, or a number of days depending on the kinds of optic lenses, the whole world turns upside down for you.

I am going to pass up association and go to encoding. Many times the kids will see the "d" as a "d". But they have trouble when they code it and put it down on paper, or tell the teacher what they see. They will put down a "b" for a "d" even though they had a correct perception. At the beginning of a school career, this is the beginning of constant frustration. Finally a child may be able to take it in appropriately but there is a great deal of difficulty with the integrating stage. Some researchers in the field, particularly behaviorists in psychology, maintain that all problems are in the black box, i.e. in the mind of the individual.

There are some basic terms which I have just alluded to. Visual perception is one of them It is the central response to a visual stimulus. Auditory perception and memory (both long term and short term) are other terms. Long term memory just can't possibly handle all information processing. You have immediate memory, delayed memory and long term memory. All of these are necessary to learn and get along in this world.

You know I have some three year old daughters. If we tell them we are going to see grandma in Erie, Pennsylvania on Sunday and it's only Monday, then we have made a grave mistake for obvious reasons. Next Sunday is now as far as they are concerned . They cannot wait because they have no sense of time. A lot of learning disabled adults, whom you may not be able to detect, have difficulty with basic time concepts. Such factors all affects how we learn. Linguistic input is the ability to understand what is said and to demonstrate what is said again. Output communication and expression of ideas, either through gestures or words, are difficult for learning disabled individuals who have motor problems.

If you have read some of the professional articles about eye and visual-motor coordination problems you would get the impression that a lot of kids really have this kind of problem. But if somewhere along the line they cannot develop good motor-eye-hand coordination abilities, they will have problems in other learning processes as well. A lot of these kids really have a great deal of difficulty in movement. Some of these kids may need medication to help them maintain balance. In early to mid 1960's, general motor training was a big thing in the profession. In any event from the few studies which have been done, motor coordination training usually has to follow a natural maturation process.

A learning disability is present when a person of average or above average intelligence is not experiencing success or reaching a potential level of achievement . That is determined usually by ministering an IQ test within a group setting or classroom. There has been major criticisms of intelligence testing. How is a group acheivement or a group intelligence given in school? Think back on how many tests you took in school. In the classroom the teacher says: "Pick up your pencil and read the instructions." This has to be done because of the standarized procedures. Suppose you have a third grader who is taking the reading comprehensive session of this achievement test and can't read the instructions. What is her comprehensive score going to be?

Achievement tests and intelligence tests are very often one and the same. Achievement is supposed to measure what you have acquired. Intelligence tests are supposed to measure your intellectual potential. It is difficult to separate the two. An IQ test is an achievement test and certainly an achievement is a measure of intelligence. The point is a lot of learning disabled kids particularly in the reading and mathematics section of their subjects they can't begin to understand what's on the page. Of course their response is going to be wrong. As a result of the IQ test they are going to be placed in the retarded range.

In this state and in most others, a mentally retarded child measures between 60 and 80. If his IQ falls below 80 he has to go into a class for the educably mentally retarded. There is some flexibility but not much. They say we have to have a cut-off point some place. If you were in Michigan an educably mentally retarded child has a score of 50-75. A retarded child from Pennsylvania who moves to Michigan is no longer retarded. Or a learning disabled child moves to Pennsylvania and he is put in a class for the mentally retarded.

Even on an individually administered IQ test there are 5 points either way. On any given day you may measure 135 which is very bright IQ. But the next day with the same test you could have gotten 140 or 130. This variation is a result of measurement error that is built into the standardized test. As a result, kids are being mislabeled. Part of that is because we are forced to put kids in certain categories. This is not very humane for the learning disabled child because on a given day he could really be recommended to a class for the retarded. But when you start talking with kids who are truly retarded, they have an awful lot of problems that the learning disabled child (who may actually be around the area of 82) does not have.

It is a tragedy to put that child in with a class with retarded. That is why more and more public schools are eliminating certain kinds of psychological testing and why the Buckley amendment was passed just recently. Right now anyone in this room can go to the public school or the college you went to and ask to see your complete folder. The conservative republican from New York was classified as educationally mentally retarded when he was in grade school. This is what motivated him to get this type of thing done.

Because the learning disabled individual has such difficulty in learning or in grasping basic concepts that the rest of us grasp very easily, psychologists and educators have mislabeled these kids. That is why we have to do a lot more in the area of clearing up the kind of testing in schools. One out of every 15 children in U.S. classrooms who are average or above average intelligence have failed to learn at the expected rate. The significance of this fact is that these children become adults whom you may expect to use the libraries with facility and ease.

What we have been looking at indicates a great number of characteristics. For example, one of these may be a lack of established sense of direction in reading and writing and what the affect of this may be. How do we read in our culture? Left to right, of course. There are very few cross cultural studies in learning disabilities . I have often wondered who is having lateral problems may therefore be contributing to her own learning disabilities. But how would this person do if she were Chinese where the reading is vertical?

Other people lack the ability to learn through the visual or seeing sense . They have difficulty in building a basic reading vocabulary. I want to mention three or four terms that you should be aware of. Hyperactivity actually means being overly activated and full of energy. Hyperactivity is still considered mainly a medical term and is used all the time in education and psychology. It is further used to the point where everybody is hyper if for example you drink a lot of coffee. My kid is really hyper, he drives me up the wall. The truth is that some learning disabled individuals are hyperactive but not a large percentage. If you have a truly hyper active child, sometimes they need medication. Most of the medical people I have worked with are relatively concerned otherwise you would have kids popping pills at a very young age when they may not really need them.

Some people have an inability to learn how to read plain and simple. This is a true inability due to gentic causes. Now that is where the medical profession ends it's agreement on an explanation because they don't know why. There is a real physical problem. Maybe it is in the integration center of the communication model. These people can learn something but they have an extremely difficult time doing so. Some may never learn how to read. If they are truly retarded, they can't handle the abstractions. But the important thing I want you to leave with is that these people are really few in number. For the others, the explanation of their difficulty has to be sought elsewhere.

There are all kinds of reading problems among adults. Perhaps they can read but they cannot comprehend for some reason. If long term memory is bad and short term memory is good, this can affect comprehension. There are motor control disabilities that have nothing to do with lack of ability to read due to genetic causes. But the point is that they are always used interchangeably. A lot of learning disabilities do have perceptual-motor coordination problems which affect learning how to write.

This is a true story about Dwain who was able to get through the first three grades with adequate report cards and no major difficulties. But then he discovered that something was wrong. A lot of learning disabled kids start developing emotional problems by the third or fourth grade. By this time they know they are dumb. They cannot do the simplest things that everybody else is doing around them. When he stood up to recite the children laughed at his expression.

Therefore he claimed sore throats as an excuse from going to school. Why should he go to school and try and try and never succeed in doing anything like other children. He would go on the playground with other youngsters but would hide in the bushes when his sympathetic teacher insisted that he join them. He began running up and down the playground as if he were with a group instead of running along side them.

By the time he reached fourth groade, Dwain was in real trouble. His mother worked with him at night. He would attempt to memorize and copy what he was shown. But there was no carry over to the next time. When he saw the same word or sentence he could not recognize it. Dwain's effort made him liked by the teachers despite the fact that many of them realized that he cheated on tests and in assignments. One of his more effective coping mechanisms was to hide behind someone else in the classroom. He would slump down or he would move his desk so that he would be out of his teacher's immediate vision. That technique along with the fact that he chose the back of the room kept him frequently out of sight and mind of his teacher. Another method of hiding his disability was when he was called on to read a passage from a book. He would turn to some paragraph he had memorized and begin to read it. The teacher would only be impatient with his lack of attention. He has escaped again.

All of his time was spent in learning how to get by. He would study teachers to learn their methods of giving tests. He fought as if every day were a new battle which had to be survived. He learned to put down answers in his own kind of understandable shorthand on pencils, inside of socks, on his fingers. He systematically changed many ways of cheating and worked at the project constantly. The highlight came when the entire school was competing in a spelling contest to choose top person for national competition. By this time Dwain was in the 6th grade. There were several hundred spelling words on the list. He worked daily at memorizing the list and finished third in a class of 34 only because he memorized.

Finally after two years in the fourth grade and two in the sixth, Dwain was moved into seventh grade without an elementary school diploma. Life grew more tense as the competition stiffened. Dwain's mother was puzzled, she could not understand. When she approached a teacher and asked that Dwain be put in a class of retarded children she was refused. But for Dwain who overheard the conversation, there was more proof that he was just plain dumb. To so many kids this is what happens to them when they are learning disabled. A lot of school phobia and avoidance of wanting to go to school is traced back to the child who has learning dissabilities. Whether we like it or note, the older a child gets who has learning disabilities and the less attention given to them the more does his emotional disturbance increase with age and grade. The repeating of grades and school years has been proven over and over again to be useless.

Fortunately some states such as New Jersey have begun to automatically screen all of kids entering kindergarten to look for high risk learners. Even in states such as Pennsylvania and Ohio where this type of screening is not going on, at least teachers are becoming more attuned as to what to look for in kindergarten, first, second, and third grade children.

In Pennsylvania in 1971, the right to education was a landmark case brought about by the Association for Retarded Citizens which declared that a child who is retarded has the right to a proper education just as a normal child who is in a "classroom." It also said that the parents have a right to a hearing to disagree with the school district who has labeled their child with any degree of retardiness. It has become law, not just the school code. Since then there have been 275 cases brought before educational hearing officers where the parents have their outside experts present data. The school district has it's experts present data and the hearing officers make a decision.

By July 4, 1976, tied in with the bicentenial it is hoped that the same privileges and rights will be extended to the gifted and talented. The gifted and talented are exceptional too. Have you ever known someone who was really bright? Do you know how difficult it is to communicate with them. Massachusetts had the first test case. A mother believed that her high school son was truly talented and that the school was not providing a proper education. She insisted that the child be allowed to go to Vale, Colorado for skiing lessons. Maryland has the same mandate. If the parents don't believe or the hearing officer finds out that what has been recommended is not being carried out by the school system, they are in trouble. They are going to be called on the carpet by the department of education and this starts to affect their state funding.

We have been talking mainly about younger kids but the problems carry over to adulthood. This is the kind of person who very often lacks motivation and may be frustrated with learning tasks. This kind of person may do well in mathematics but may have great difficulty with subject areas involving reading. Or it may be just the opposite since the learning disabled do not have a single profile. Many learning disabled people are excellent readers. But when it comes to any kind of mathematic competition they are way out in left field. Written work is very often tedious and difficult for the adult learning disabled. Their speed is slow,legibility is more often than not very poor. Their work is often incomplete and lacking in detail. Emotionally such a person almost always has a poor self concept.

A teenager who is 16 years old and is reading at the second grade level is very often given a second or third grade book. But there are good materials out now that should be in some of your libraries with high interest and low vocabulary. A lot of these people can reach college. In fact there was an interesting NY Times article about six months ago: "Learning Disabled Fathers Learn from their Sons." A group of fathers who were successful businessmen had sons who were diagnosed as being learning disabled. These fathers learned that these were the kinds of problems they had when they were growing up. They had the same kinds of frustrations. But they compensated they made it and were successful in their work.

The ones who do reach college level usually go to community colleges. Now most community colleges have an open door policy where anyone can go to the community college. But these students are reading at the fourth grade level. Very often taking class notes is very difficult. They have difficulty forming topic sentences.

* * *

## DEFINITIONS OF LEARNING LIABILITIES

A learning disability is present when a person of near average, average, or above average intelligence is not experiencing success or reaching his potential level of achievement within a group setting in the regular classroom. A primary learning disability within a person would not be a physical defect of seeing of hearing, mental retardation, emotional instability, or as a result of cultural or instructional environments; however, these might appear as secondary or compounding factors to the learning disabled child.

These learning disabilities which are of a visual, auditory, and/or motor perceptual nature manifest themselves primarily in the processes of speech, language, reading, writing, and arithmetic.

The learning disabled person will in varying degrees exhibit the behaviors of hyperactivity, distractability, perseveration, improper balance, no preferred body dominance, emotional instability, weak motor coordination, disorganization, and poor sequential development.

One out of 15 school children in the U.S. classrooms who are of average or above average intelligence, yet who fail to learn at the expected rate.

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A learning disability refers to one or more significant deficits in essential learning processes requiring special educational techniques for its remediation.

Persons with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance or to environmental disadvantage. (National Advisory Committee or Handicapped Children, 1968 in a report to Congress).

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## CHARACTERISTICS OFTEN ATTRIBUTED TO LEARNING DISABLED INDIVIDUALS

1. Hyperactivity: Child seems to be in constant motion, going from one object or activity to another. (Sometimes there is hypoactivity, which is just the opposite; slow moving and listless).
2. Perceptual-Motor Impairments: Printing, writing, and drawing poorly. Difficulty in catching or throwing a ball. Frequent lack of eye hand coordination. Difficulty in reproducing geometric designs.
3. Emotional Liability: Quick changes of emotional behavior. May be panicked by what would appear to others as a minimally stressful situation.
4. General Coordination Deficits: Child often described as clumsy or awkward. May be in gross motor-activities such as difficulty in jumping, hopping, riding or riding a tricycle. Or may be in fine motor-activities such as difficulty in buttoning, coloring, etc.
5. Disorders of attention: Short attention span. Distractible. Perseveration -- becoming "locked into" an activity, word, number or thought and unable to "shift gears" to something else.
6. Impulsivity: Cannot keep from touching and handling objects or persons, especially in a strange or stimulating environment. Responds too quickly without thinking.
7. Disorders of Memory and Thinking: He may lack short or long term memory. May have difficulty in processing and integration skills.
8. Specific Academic Disabilities: May have difficulty in one or more of the areas of reading, writing, arithemetic, spelling, or language.

9. Disorders of Speech and Hearing: May have delayed speech development and difficulty with receptive or expressive language. Although his hearing is normal, may have difficulty in receiving and understanding sounds and their meaning.

10. Equivocal Neurological Signs and Electroencephalographic Irregularities:

    a. "Soft" neurological signs such as uncoordination of ocular muscles, poor coordination of fingers, mixed and/or confused laterality, slow speech development or defects, and general awkwardness.

    b. Borderline or abnormal EEG (brain waves).

* * *

## ACTUAL CHARACTERISTICS OF LEARNING DISABLED

Learning difficulties with which parents and teachers are confronted usually fall into the following classifications.

Lack of established lateral dominance.

Lack of established sense of direction in reading and writing.

Lack of proper perception of relationships between figure (foreground) and ground (background). (This problem may occur with the perception of a work on a certain part of the page.) (Visually and Auditorily)

Lack of Ability to perceive and copy simple geometric form.

Lack of ability to sense the space relationships of objects.

Lack of ability to hear sounds correctly and to reproduce them correctly.

Lack of ability to recognize visually similarities and differences in word structure.

Lack of ability to separate figure from background in listening. (In actual practice. the pupil may not be able to separate the teacher's voice from the general hum of background noise).

Difficulty with the proper control of impulsive behavior.

The difficulty of controlling excessive activity.

Difficulty with acquiring a proper attention span.

Difficulty in developing a proper ability to concentrate and maintain concentration.

The lack of ability to learn through the visual or seeing sense.

The lack of proper coordination to physical activities.

Difficulty with developing a sense of rhythm.

Difficulty in building a basic reading vocabulary.

Difficulty in putting things down in writing or printing.

The lack of ability to meaningfully perceive number concepts.

Difficulty with the proper perception of self.

Difficulty with the proper perception of relationships between self and others including parents and teachers.

Showing of a gap between his ability to understand events and experiences and his ability to learn to read, compute, spell, and write.

## COMMUNICATION PROCESSES

### Sara Fine

Yesterday, when Al Mastantuono asked you to listen to what someone wanted to talk about, he suggested that you respond with only one of the following phrases: "Yes?" "Tell me more," "Go on," or "I'm listening." You were only to listen and encourage, and you were therefore not able to interrupt, interfere, or intervene. It was the client's time to talk and the counselor's time to listen.

A simple process in communications, and yet one that is the most difficult for most of us to perform — the simple act of listening and encouraging. We have a name for this process — minimal encouraging, i.e. behavior that is not only active listening but which communicates to the other person that all of our energy is directed toward that task. Minimal encouragers are not only verbal. Nodding, eye contact, the direction and posture of our bodies, the stillness of our behavior -- all of these tell the client that we are actively present. By our behavior we are saying, "I recognize you as a complex and worth human being. I will follow where you lead. I do not have enough data to respond to you until you share more of your experience with me. Please go on; I'm following." Did you notice how hard it was not to say, "let me tell you about my experience!" or "Here's what I'd do if I were you," or "Why don't you..." or "You don't really mean that," or "Things aren't as bad as they seem."

Let's look at the impact of some of these responses. Some of them are subtly or overtly critical, such as "How would you feel if your brother were really dead." Implication: You shouldn't feel the way you feel. The curtain drops; the moralizing judgment of the listener has thrown down the barrier, and the speaker must either defend or explain his position, or capitulate in remorse. The social response says, "I'm sure you're just as good as he is," a well meaning response, but unacceptable to the client. The listener just doesn't understand the intensity of the feeling and is rejecting its validity. Again the curtain drops.

The empathic response says that the curtain is open and that the listener has accepted and is ready to accept whatever the speaker has to say. A deeper level of interaction has been experienced along with a move toward greater intimacy. Intimacy is the willingness to totally accept another person with all of his or her values and experiences and a willingness to see the world from the other person's viewpoint.

This is a pattern which holds true whether you're talking to a patron in the library or to your own child, your parents, your therapist or your spouse. If you look at any therapeutic interactions you will find that they are exactly the same as informative problem solving interactions or friend-to-friend sharing interactions. Through empathy comes insight, self-direction and problem-solving.

An additive posture will help to generate new insights and new ways of seeing things. Empathy is real and beautiful, but it can remain sterile until one can see it as a model for helping. The objective of an empathic interaction is that one person leads and the other person keeps up. The client leads, the listener follows, and the client is free to take his/her own next step. Notice that the question-asking response diverts and directs the interaction: "What did your brother do to make you hate him?" No longer is the client free to go his own way. He must follow where the listener takes him.

Empathy means that we are both going to talk about the same person and that person is the client. Incidentally, this happens between friends all the time and between people who are intimate with each other. Two friends will negotiate in quiet and subtle ways to decide whose turn it is to be client, whose needs are greater. And the client role shifts back and forth.

I have a very dear friend with whom I spend long hours on the phone after everyone else has gone to bed usually between one and three in the morning. The other night I had a remarkable experience with her. I called her up one night and it was obvious that I wanted to talk to somebody. All I wanted to do was talk about the fact that my feelings had been hurt. I had felt rejected and inadequate by an incident that day. I was really feeling the need for some support. We talked for more than an hour, really a therapeutic problem solving experience. I talked about some of the reasons that I felt the way I did.

It wasn't until the next day that I discovered that her husband had been taken to the hospital that very day, and she didn't even mention it. That incident really represents something underlying our relationship. Even though on an objective level her problem was more serious than mine, she was coping with it. Even though mine was relatively inconsequential we had somehow decided it was my turn that night, that my need was greater.

One person takes a step and the other one catches up. The important issue is, who's going to do the leading now. When we get to the additive level, it's when my friend says: "It seems to me that not only did you feel put down, but the laundry is piling up." She pulled a new element out of what I had said. She was catching up. But this time she was putting something together for me; she saw something meaningful in what I had said.

The additive response here was a step toward problem solving. It is a step toward interpretation, perhaps by pointing out patterns or relationships. I think it's important to recognize the difference between additive interpretation and "instant analysis." Interpretation means "It seem as though there are certain kinds of things that affect you in certain kinds of ways." It doesn't mean "Because your mother didn't like you as a child" or "You're just like my mother!" There is a very subtle difference. I see one as being constructive and the other as very hurtful.

Problem solving grows out of a situation in which the person who is the client says: "Here's this ball. I've been looking at it this way. Maybe I could look at it from a different angle; I might then have alternatives." You see the problem from a different perspective and perhaps seek other alternatives. The client sees for him or herself; the listener is there when it happens.

Problem solving is saying, "It looks as though you are only seeing two possible alternatives." The client responds: "Maybe I need to rethink it." Empathy is a posture, i.e. a way of saying, "I'm with you." We have two more things to fill in this model of interaction.

By the way I don't know what your experience is but I can't cope with anyone else's model. I have tried but I can't do it. The only thing I can do is try and share some of my own way of looking at things. Sometime you might want to take a piece of paper and develop your own model for helping people interact with each other. If you are going to do an institute, it's very helpful. You can't use anybody else's model. I have a file of models, because I am always impressed with other people's. But I can't use them because they don't make any sense to me.

Empathy, in the way we've described it, is a sense of understanding between two people in a total life structure. It sounds like it couldn't really happen across a reference desk because we don't know where that other person is coming from. But perhaps the real problem is that we are unwilling to expend the time and energy that it takes to really listen. In one way the empathic stance is really an information and listening stance.

Counseling is a place where someone comes to hear what he or she has to say. In other words, the counselee comes to hear what the counselee has to say. The listener is a data bank who files everything away and hypothesizes about which he or she will check out, keep or discard. One way of perceiving is by repetition. People don't repeat things that aren't important. By the same token, if something is important it will be repeated again and again.

So that is one way that a helping person can begin to respond. In the process of listening you are allowing the other person to present his or her data about some issue. I have a lot of trouble translating that into reference work too. You still are following and allowing data to be laid out which you read and which then leads to problem solving.

How do you "do" empathy? How does it manifest itself? The objective of an empathic response is to follow where the other person has led. Reflection is a way of saying that this is what I heard you say and this was the way it was processed through me. Here is what I hear and I will give it back to you.

I have a lot of resistance to phrases like "Here's what I hear you say." They turn me off. When we care about people we respond reflectively all the time. How do we reflect what they're feeling? "You are really tired tonight, dear." "Sara, you hurt yourself." What are some other things we say to people we care about? "You really seem depressed today," or "You must have been furious." I am going to add something. Empathy is only empathy when you are truly in touch with the other person. You could go around saying, "You look depressed," to the world, but that does not make you an empathic person. There is a great distance between empathy and empathic verbiage. The empathic response is one that reflects what you hear from what the other person is saying. The attempt is to go with him, to perceive accurately, and to reflect honestly. You tell me, yeah you are right. But I have the feeling that you are saying that because you want to please me. That's not empathy — that's phoney.

True empathy is the reflecting back of that which you are truly perceiving. It requires trust. If you are listening carefully, you can accurately perceive what the person is saying. The experience of having someone really listen to you is a very moving one. It may be the only time in a person's life when someone has actively responded. It's the moment of truth when you can say, "You're really angry at your brother," rather than, "You mustn't feel that way."

That is not a reflection of the feeling. What is the feeling? Well, hate or anger. So what is the empathic response to that one? What is the empathic response to "I wish he were dead?" So do I?"

By the way, I call that response a reinforcement of negative feelings. I don't think that is therapeutic. Another counterpart to that is what I would call: "You punched him in the mouth. Good for you, he deserved it!" I don't think that is problem solving, because it is not reflection.

The problem is that as soon as you put some judgement into your response it is not empathic; it is judgmental. It tells the person where you think he sould be going. A judgment that says: yes, you were right; or: no, you were wrong, is a judgment; whether it is positive or negative is irrelevant. The point is you have made a judgement. Something happens as soon as you make a judgment. Even if it is one in favor of the other person, they now see you as someone who makes judgments and the next one could be bad. The mother who says, "You're a good boy" can also say, "You're a bad boy." The mother who says you are anything also has the power to say you are anything else. In order to respond empathically you can only do one of three things. You can give minimal encouragement. You can summarize the content. Or, you can reflect the feeling. That is all, because that is the only way of catching up and saying, you take the next step. If you can think of another way I would be glad to hear of it. Actually we don't know of any other way.

Let us look at the statement: I wish he were dead. Let's try all three responses. A minimal encourager says tell me more, or go on. It says I'm not going to criticize you for the way you feel. I am not going to tell you that it's okay if you feel that way. As a matter of fact I'm not going to make any judgment on what you've said at all. Nor am I going to give you a solution to it.

I will give you an example of a summation of content. "It's always Brian can do this and Brian can do that. I hope I never hear his name again. Even if he is my brother and I wish he were dead." In summary of content: "Brian seems to do rather well." But you have put a judgment on it. Try again: "Someone seems to sense that Brian does things very well, and that makes you wish he were dead."

Notice what has happened. There are two levels: a content level and a feeling level. When we say "You don't mean that" then we are really responding to the content. We act as though he means that he wishes Brian were dead. What he really means is, I'd like to stop hating.

If a message has a feeling level and a content level and a materials level, we usually only respond to the content. We pretend that we don't hear the feeling. "I just heard that my husband has a terminal illness." "Have you talked to the doctor?" is a response to the content. Or "What did the doctor say?" There are a lot of feelings but we don't want to look at them. So we just respond to the content. In this instance we hear both of them. The feeling level is louder. It is more actively empathic to respond to the feeling level than to the content level.

Somebody comes in and says "You know, I have this paper to do, but I really don't know where to begin." The feeling level is not as loud as the content level. But is it accurate to respond to the content level? Most librarians would say it is more accurate to respond to the content level than it is to the feeling level.

In no way am I prescribing that you respond to any one level of communications over another. But if the level is loud, you cannot not respond to it. You are responding to it but you are saying, "I don't want to talk about one part of your message. There is no sense talking about all of it."

Consequently, the summation of content does not always work. It was almost impossible to put it together because the affect was so loud in this example that it requires a response to the feeling. The more accurate or empathic you are, the more parallel your response is to the verbalization. If someone says, "I really hate his guts," you might be tempted to say, "You are annoyed." But that is not accurate. What you are saying is that the person should not be angry. The closer you are to where the other person is, the more empathic your response is. Most of us interact nonhelpfully, not because we don't want to be helpful, but because we find that our social responses are not working and we don't know what to do.

As this institute has progressed for the last nine days I have discovered that one by one all of my workshop ideas have been used up. All of the things I wish I had said have been said. I have been struggling with what to do about that and here's what I've decided. Did you notice that each consultant who came in here had a somewhat different communications model? For example, the parent-adult-child is one. Al Mastantuono used a diagram like this and Judy used a behavior modification model. As a teacher I am going to give you a model that explains all the models. Here is one I want you to write down: Somebody Speaks, Somebody Answers.

Among all the rules that is what everyone has really been saying. All those models have been trying to explain how complicated simple interaction really is.

There are hundreds of human communications models. The funny thing is that underlying each one is the fact that somebody speaks and somebody answers. Obviously there are other levels going on underneath that. There are all kinds of levels at which people operate in relationship to each other. There is a stimulus and there is a response which then becomes the stimulus.

The only thing that really concerns me is that when someone speaks, someone listens and that the true response of the speaker is that here is someone who accepts and values me and is willing to follow wherever I will lead. For me that's all there is.

# THE INFORMATION INTERVIEW

Adelaide Sukiennik

Today I wantto go over with some facts about the interview. Interviewing is basically talking to people. I am not going to give you a fancy definition. Giving information is one aspect of an interview but there are other aspects. Later in the week Dr. Fine is going to deal with the helping interview. That is not my basic function today. We are going to talk about the information interview which is a more complex interview than the reference interview but considerably simpler than the helping interview.

I am a bibliographer. I do not work behind a reference desk. My basic job is book selection and the interpretation of the collection. I spend from a third to all of my days five days a week "interpreting the collection" to faculty, to groups of students and very often to individual students. The clients I serve are similar to the independent learner that you have seen in the public library.

The typical student I see is working full time,probably has a family, and is taking one or two courses at night. He or she has been out of school for a while and probably went to a small college and used a small library. Some of these students come to me with very specific questions and I can help them easily. Others come and say "Where do I start?" This is more complex.

Today we are going to look more specifically at practical applications of the information interview in the library situation. I have set up some people in the audience here to help me with role playing because I don't want just to stand here and tell you what happens or should happen. The role playing situations that we are going to do won't take too long. They are more or less based on truth as I reconstructed it. They are things that have happened to me or that I have observed happen.

I am going to be a reference librarian. At this point I am behind the desk and have the card catalog out there. A patron comes in sort of wandering around the card catalog. I'm reading the Publishers Weekly. I see her out there but I keep looking at the magazine until she approaches.

"I'm looking for a list of school districts." "Any particular locality?" "Yes, in Pennsylvania." "One county or do you want the whole state?" "The whole state."

So I reach down and give her Patterson's American Education. I open it to Pennsylvania and say: "Here you are." "It's arranged by counties." She checks the book out. That's an easy reference question and you do that all of the time. Occasionally you get what appears to be a reference question. If you are not paying attention, you may miss something. One of the things about librarians is that we tend to be quick-service oriented, particularly those of us who work in the public service areas. But there are two sides to this. You have three telephones ringing and six people lined up waiting to ask you questions. Sometimes you feel rushed, but what's the good rushing. The people will hang up and call back later. Five people can wait while you take care of the first person. What's the good in rushing if you give three persons the wrong directions. They go off and they may never come back. You won't know if you gave them what they wanted.

This poor soul is wandering around looking at the card catalog but I'd rather read my Publishers Weekly. "Where are the W's?" "There aren't any." She is looking for the W classification. But there are no W's in the Library of Congress. When this person said to me where are the W's, I told her there aren't any. But what did she want? She asked me a straight question and I gave her a straight answer. But still we were talking about two different things.

This kind of thing happens all of the time. People ask a question and it is misinterpreted by the listener. First of all I needed to pay a little bit of attention to her. She really was forced to interrupt me. I answered her question but I cut her off. If I had maintained some sort of eye contact I would have seen the confusion on her face.

I should have seen her out there wandering around the card catalog. I probably should have perceived that she was talking about the card catalog, or I should have asked her, but I didn't. Now if this were an aggressive independent library learner she would come back to me and make me get out of my Publishers Weekly and say: "I don't understand what you mean." Then I would explain to her. But if she is the typical education student that I get, she wouldn't do that. She would just walk away and probably wander around the card catalog a bit. Hopefully she would find it for herself because she has something to do and it needs to get done.

I'm at the desk again. I get another question. "Where are the magazines?" "Well, it depends on what you want. Most of them are shelved on the fourth floor and are alphabetical by title. Do you just have to find the titles of a periodical or do you need an index?" "I am writing a term paper." "Well I guess we will get you started on Readers Guide, or some other index. Could you tell me a little bit about the topic?" "It's about history."

To deal with this question I made an assumption that within the context of my library is a valid one to make. Within the context of your library it may be irrelevant. This is why it is very hard to say to you "This is how you do it." I can't. You can learn some general principles. You can learn things about eye contact, body movement and really being interested in what the person is saying. You can really listen to the words they are saying when they are asking you the question. But you have to take all that and adapt it to your own situation and means. In the library where I work we have discovered that if someone wanders up to the desk, usually looking embarrassed and asks where the magazines are they may really want the indexes, or they may only want to know where to find periodicals in the library.

A reference librarian may be limited in the amount of time he or she may spend answering a question at a desk. You may impose time limits on your staff. The best thing you can do if a question is complex is to get the person started on something and get back to them later on when you have taken care of all the phone calls and the people. When you have read a little bit more about the interview and practiced it you may have second thoughts about imposing a time limit on people, or about confining them to an area. I have heard of some libraries where the person isn't allowed to come out from behind the reference desk.

We get to another kind of interview. I'm sitting at my desk in an office working and this person has come in to see me. In general when you put yourself at a desk, and you put the person on the other side, you have created a barrier between you and the person. It tends to create a psychological barrier. If you are comfortable without that barrier between you, then don't use it. Usually about half way through a conversation, I take the person out into the library where we can do some practical things. Again I can't tell you what's right or what's wrong. All I can do is tell you what's good for me. (NOTE: At this point, an interview was role played which was not legible for transcription).

If I sit with this particular person and let her talk, she would just go on and on. She may have talked for about 45 minutes in the interview. I don't look at my watch, but I try to gauge what's happened not in terms of minutes but in terms of where the person is. This person told me she had a research methods course and could use all of these library materials. But on the way out she talked to me about attitudes, so I took her to Psychological Abstracts. After I showed it to her, she said: "Oh, yes, I've used this before." But in doing so she showed me that she didn't have the foggiest notion of how it worked.

Honesty on your part will give them more confidence in you, than trying to fake your way through. I ask questions and do other things too. Also when someone gets very confused, or if you get confused try to restate. Don't ask them. If you have to ask a direct question, try to restate what you think they said. Am I understanding you or did I get that straight? Something like that.

You may have to listen a long time. You really have to concentrate on what they are saying. Now I only have to concentrate on you out there, and I have to concentrate on what the interviewee is saying to me. At work I would have a person at one desk to the left and another person at a desk to the right. There would be a lot of noise coming from the entrance area and telephones would be ringing. But you have to work within the constraints you have. We are all professionals, but we all do not have nice quiet office space and a secretary who will take all of the phone calls and messages.

You have to be in some sort of separate area to conduct indepth interviews though. You cannot be in a public area where you have to answer a phone and listen to the demands of other clients. Where you are really going to be depends on your situation. (I think ideally I would like to have my own private office with a secretary there).

(A question was raised at this point concerning the role played interview). If I had pursued that remark, we would have been off on a helping interview. This is a personal problem she has. She came to me today with that problem on her mind along with her library question. My conscious choice was to get her started first on her library question because she really couldn't use the library and didn't know what she really wanted. In a later interview, we talked for a half hour about the people in her department. She was having quite a time. She was a part-time instructor. There was an individual who was very jealous of her and who was trying to undermine her. This individual wanted a permanent appointment, etc., the usual story. I have to stay out of the politics of the school but I can listen. And when the time came to listen, I did. But her first need, as we role played here, was to get at information to help her define her problem. After the initial interview, we met at least five other times. People who come with a question like this come once. I see them from 3 to 10 times especially those with a problem. But I really hadn't gone into everything she wanted. That was a choice on my part because one can only do so much at a time.

In this interview the client sounded confused. I tried to ask her mostly indirect questions, or to repeat what she had said. A summary is really an inquiry, such as: "Is this what you mean?" There are times when you have to ask direct questions. This is where we may get into problems. Any time that I ask a direct question, I set myself up as an authority figure, and I cannot really step into her life and tell her what to do, or do her work for her.

The information I had to offer her on what's available in the library may help to increase her confidence and enable her to cope with the human relations problem she mentioned. On another level I could have been a helping interviewer and discuss the problem with her. But I must make a conscious choice about that. Did she need content or counseling? I must decide at what point the constraint of the situation makes it possible to get her started on the content matter at hand. If she is so upset about her emotional problem that that's all she can talk about, obviously she is not going to be able to deal with content. I felt here that the content would help her to deal with the other problem. You have to sense this and have at some time to make a deliberate decision.

I hope you will read some of the items that are listed on the bibliography. I think you will find them helpful. Keep in mind that these people in general are talking about an ideal interviewing situation where you are doing the helping interview. I am talking about an "un-ideal" situation where you are doing an information interview. Sometimes it is more than a reference interview and in some aspects it can be a helping interview. At other times it has to be a helping interview.

Benjamin, for example, talks about this kind of thing. He talks about time factors that I have alluded to. He also talks about some other very pragmatic things such as one's internal condition. What he is talking about are the conditions inside you - the values you have and how they affect your interpretation of your job. There is no particular sequence to any interface between the client and librarian. However there are certain elements which do occur and even reoccur; but the sequence always emerges as a unique transaction between two persons, one of whom in these instances is a helping professional.

A role playing situation followed between participants selected from the audience.

"I saw this thing about a term paper clinic that you are going to have. I want to sign up for it. I have to do a term paper."

"That's right. We're going to have it next Thursday. We're going to have a gentleman here who will tell you the best way of dealing with a term paper. He will tell you how to do your research and probably tell you how to do your bibliography. Do you think this is what you want?"

"Well, I work in the learning skills center in the community college where I'm going to school. I'm doing my paper on the learning skills in the center. That's what my topic is, and I have to do that term paper."

"You want to do a term paper on learning skills, is that it?"

"Yeah. I like working in the library here. I come down here a lot and do work in the library. The librarian is supposed to be able to help me, right?"

"Aren't you the librarian?"

"Yes, I am."

"Don't you have a background in learning skills? Don't you have a learning center or something?"

"Yes we have one in the library. It's a new sort of thing. We're sorta in the experimental stage right now; we hope it will carry over. Can I go over it with you and show you what we have?"

"Sure!"

"I assume that you know quite a bit about a library, is that right?"

"Well I work at the learning skills center at the community college as a tutor."

"How can I help you in terms of your term paper? What would you like?"

"Well, you can tell me about how other schools are using their learning centers and how they're handling them?"

"Well, we try to teach you how to use the library. I assume you can use the card catalog?"

Now, I wonder if we could look at this exchange analytically? What was going on there? What was the young man's problem. He did state his problem; he did say that he was writing a term paper on learning skills. Did we find out how much he knew about how to use the library? Why didn't we find out?

"I think that I was asking too many questions." We do have to ask people some direct questions, but is it necessary to ask so many? The other day when you were all practicing your interview skills, I found that many of you were asking adult learners: How far did you go in school? That is a very direct question. You could have rephrased that to something like: "Tell me something about your schooling." Had you done so, you would have given them a choice instead of sitting there as an authority figure demanding information? They may not yet be ready to tell you that they didn't finish third grade or dropped out in the sixth grade. You have to give them that choice.

This young man was working at a learning skills center. As the interview progressed in real life, it became clear to me that I couldn't figure out what he was doing working in one. It was fairly obvious to me by the way he handled an index he had difficulty reading. He didn't identify himself as a client of a learning skills center but as a tutor in one. It turned out to be a peer tutoring kind of thing where he was able to help some people with their problems and they were able to help him with his.

What he needed from a librarian was someone to just show him the card catalog and explain to him very basically how to use it. He also wanted someone to explain to him how to retrieve the books. He needed someone to go to the shelves with him and help him get his hands on a real book or two related to the topic he wanted. For people who are at that level such immediate reinforcement is essential. In the role played interview all these elements didn't come out.

Students come in and sign up for a term paper clinic and the student is given a specific appointment with a librarian who is working in that subject area. Indexes are complex things with main headings and cross references. The interviewer in this situation needed to focus a little more on the topic in the interview. Clients often come in with some huge topic and you have to try to get them to narrow it down. Sometimes they cannot narrow it down, until they see the literature. That helps them to narrow it down. You have to try to perceive when that is possible.

He also confronted her with the question: "I thought you were an expert on learning skills?" He wanted reassurance that I knew what he was doing. In the beginning did you notice that he would not look at her. He was very reluctant to identify himself and what he was after, but he finally did end up communicating with her, talking with her and looking at her. She did not respond to his hostility. It is better to try to be neutral and accept it.

(A situation was role played here, then a question was asked about making a telephone call for the person in the role played situation). The patron might go away and after thinking about this, decide to take a different course of action. If you call you have forced something on her. Also, it is very difficult for you to communicate with a third party. What somebody else wants or says you may not get straight. It is better not to put yourself in the middle. Secondly, what you would be doing is creating dependency when what you are really trying to do is create an independent person who given the right information will go out and do something with it for herself.

(Another question was asked here). It is the context of the phone call that I think can be important. The phone call could have been made if the person were being sent to a specific plan. You would say: I have a client here that I'm sending over to you. You don't have to explain the whole situation. She still has the option of not going or not accepting what the other person says. At the least you have paved the way for a freightened, uneducated woman. You have helped her back into society. You have developed a trust level during this particular interview process. The client in turn is going to feel some trust in being referred to somebody that the other person knows or knows about.

(A question was asked here). Another funny rule in libraries (along with not spending too much time with people) is that patrons may not talk on the telephone. Only librarians may use the telephone: I will make the contact for you, and let you talk to the man. There is really no one right answer on this. It depends on you and your library's rules, and it depends on the client and on the situation.

In this case, I think that it is better to let her handle it herself. She seems to be ready to do it. Perhaps some of you did not get that. I have made calls for people inquiring if this is the right place for the person to contact. If someone comes into the library and I have to refer them to another librarian in another part of the library, I always call ahead and say that this person is coming for some information.

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# DEVELOPING HUMAN POTENTIAL

Eric Hatch

Human development is a concept that is relatively new compared to some other fields. There are nine or ten schools in the nation that have human development colleges which are considered pretty good. Human development as a phrase covers a broad spectrum of study. It would be almost impossible for example to run down all that Penn State has to offer at the College of Human Development. Courses go all of the way from nutrition to law enforcement, from interpersonal relations to juvenile deliquency. The program encompasses the whole spectrum of human existence in terms of helping them and in terms of being a change agent. You may well ask: Why have this kind of department when we have clinical psychology departments? As a matter of fact, psychology is in a sad state of affairs.

There are probably three or four schools in the entire nation where clinical psychologists along the way in their graduate careers get any kind of interpersonal interaction themselves. I am avoiding the word therapy. Perhaps we can call it interpersonal interaction, or helping skills, or just dialoging with another human being. I am not an analytic person at all, but I do like one concept that has come to us from psychoanalysis. When a psychiatrist with a specialty in psychoanalysis decides that that is what he wants to do, he must first undergo his own analysis.

We have no analogy for that in psychology. So we have people coming out of psychology programs who in many cases have been dealing almost exclusively with rats going through mazes. They have been dealing with verbal learning experiences. Upon graduation they go to a clinic, or to a university and become a helper or changeagent touching people's lives. As a result the stereotype we have about psychologists as jerky people who don't have their own heads screwed on very well is not altogether a misconception.

Well the point is this, that the College of Human Development where I did my post masters training leading up to the doctoral was very different from the kind of training that I have just talked about. That is why it is so enjoyable to talk to a group who is going to be on the front line. If we are going to develop helpers we have to get rid of what has been termed the medical model. I do not want to go into a whole long history of how psychology came into being. We had psychiatrists before we had psychologists. Psychiatrists are medical doctors, and as such they follow a medical model. A medical model expects that we are going to diagnosis a person. We assume that something is wrong when they come to us. If we are a medical doctor, we expect that part of our job is a physical diagnosis.

We expect that part of our job is to cure on a one to one relationship in the medical model. If I can diagnosis someone having a particular illness and I know that a syrum exists to cure that illness I give him the shot. Hopefully when my job is done we can talk about patients. I should not be a surprised. In a medical model there are patients but what happened I think along the way in psychology is that first of all in many cases, psychologists at one time were frustrated psychiatrists. We also know the pecking order that exists. I have seen that pecking order exist in public schools. The teacher is sort of at the bottom of the list, the guidance counselor is a little bit above the list, the school psychologists just a little higher. When you call in the psychologist and somehow the assumption is taken that the teacher cannot really deal with certain problems. She has to send them on to the counselor and from the counselor on up.

From all I know about helping and all I know about change, we are not going to change anybody. We are not going to help anybody in any way by trying to analyze them. It is a trap that we all fall prey to. If you have any kind of power needs which I think a lot of psychologists do, then you are doubly apt to fall prey to them. If someone comes to you for help and he exhibits a problem, the first reaction in many cases is to want to be the hero and to want to come up with an immediate solution to the problem. If we do not really listen to that person so that 99 times out of 100, we really do not understand what the problem is.

I would venture that 98 times out of 100, the person does not really understand what it is they are searching for. It is very tempting to look for quick answers or quick solutions and even a quick identification of the problem. I think the state of our humanity is such that those kinds of things do not exist. We are tempted to think that if we can have some kind of problem, we can go to a psychologist and somehow he can wave a magic wand, or that I am going behind that closed door and something rather mysterious is going to happen. In a session or two I am going to be cured. Notice that we have reverted back to the medical model. Notice also that many psychologists and counselors use the word "patient" for the people that they deal with.

It was Rogers who first thought that this is a pretty bad state of affairs. As long as I am calling you a patient, I am infering particular implications about you. I am implying that you may have something wrong with you. I am implying via that medical model that I can take care of you just like that if I have the right syrum. Rogers was the first to use the word client. This really turned the whole thing around, because now the implication was quite different. If I have legal problems, I go to see a lawyer. If I am his client, that does not make me any less equal than the lawyer. It does mean that he has an area of expertise and he can educate me. He cannot cure all of my problems, but he can tell me what rights I have or don't have so that based on new information, I then have a chance to work out my own situations based on what I know is best for me.

I have the responsibility in this case in finding a solution for my legal problems. The only way a human being is going to work through anything that's bothering him is in effect to first identify his own problem and ultimately to come up with his own solution. The best thing we can do in a helper role is to help facilitate that process and not try to do the problem solving ourselves.

Gordon who developed parent effectiveness training, has a section in the back of his book where he talks about ineffective communication styles. This whole idea of giving solutions is very tempting when someone comes with a problem. You think that your hearing them. They think they know what their problem is. You give them a quick answer and later find that many times it does not work well. What is the effect of you giving them the answer and then having it not work. In effect they have never had to take any responsibility for the original problem.

It is not working; I don't have to take responsibilities. It also means that he will probably go to the next helper and come up with an alternate solution. In fact, he may go to a succession of people. Notice however that the main problem is not ever really getting solved. I am not really doing anything about it by constantly trying to be dependent on other people. I don't want to get too long winded here but in a nutshell that is the whole idea of an educational model as opposed to a medical model. What we are saying in the field of psychology is that we know a lot of skills about human relationships. We have more dissertations sitting on shelves, more then we could ever use. We do have a body of knowledge and some of it is good knowledge that has simply not been put to use. A lot of knowledge inherent in that medical model is sort of a closed shop idea.

As a result of that kind of thinking, professional people like to keep to themselves and protect themselves and their own little style of helping. What the educational model says is that we know a lot about the way people learn. Principles of learning may be particularly relevant when talking about communication. But it should not be forgotten that a Ph.D. in psychology is not the only route. Any person can develop the same kinds of helping skills with a minimal amount of training that a psychologist behind a closed door would be employing with a client.

There is something else that is inherent in an education model. It is the very important human assumption that if communication with your fellow human beings is not going well, then you can change. The analytic view is much more pessimistic. It says in effect that your personality is formed by the time you are five as a result of interaction with your parents and significant others. By that time you are pretty much stuck in that mold. No matter how hard you try you are not going to be able to change. I would say with that point of view it is a wonder there are not more suicides.

Eventually you get to the point where you are a really lonesome human being. You are frustrated. If you feel that there is no hope, then I would think that the end would be near. In the educational model, we very much believe that the communications that we all exhibit are basically the result of interaction with significant others. Our self concept is largely dependent on the verbal and nonverbal communications which one has with the significant others in his life.

For example, think of what would happen if you went through an entire day where every person you spoke to, looked at you as though you were a little odd. And if they broke out laughing you would probably start checking yourself to see if your fly was open, or your shirt was open. If that were not the case you would feel pretty mystified. If it continued for any length of time, all but the strongest of us would probably become psychotic. It would drive us off the deep end.

That is the most dramatic way I know of explaining the impact which other communications have on our self concept, ie. how we perceive others perceiving us as human. We only have two ways of doing so: verbally and nonverbally. The educational model sticks much more closely to the verbal interactions you have from age one on up. In a sense you may be the person you are because you learn to react in certain ways to how others have acted towards you.

Habit is an overlearned reaction to something. The implication is that if it is learned then it can be unlearned. There is a further implication. If you can undue some learnings so also can you put new learning in its place. You can teach people some skills of interacting in ways with other human beings which are more facilitating and more inherently satisfying that what they have been accustomed to. There is nothing mysterious about it. It may take some hard work to get out of those old habits but it can be done. It can be done fairly rapidly if we apply some of the principles we know about in terms of learning and communications.

We all do one of two roles. We are either a speaker or a listener or empathic responser as we now call it. The term responder is much more descriptive of what we hopefully do in a listening role that is designed to facilitate communication with another person. I am going to jump ahead now and anticipate something that will come up later. It always does. We may have learned some of the do's and don'ts about the two modes of communication. But some people we are working with have not learned them.

We have found in research that you can teach a child how to communicate more effectively without ever having to resort to a blackboard. If I don't directly teach them the rules, the answer is obvious: I model them. If I want him to do something in a facilitating way, I ought to be first doing it for the child. Thus one of the hallmarks of an educational model is that I never ask someone to do something that I myself would not be willing to do. If you think about the encounter group or the sensitivity group and some of the other formats, you have known people who are very quick to ask you to do something in the name of psychology. But they may not have been willing to demonstrate that behavior themselves or even to engage in it.

As a result of four hours today, and granted four hours is a limited time, I hope I can give you some skills that you then can model for other people. It is true out in the hard, cruel world that you are not going to have somebody who is trained in communication skills. You are not going to have people who can exhibit all of the principles of good listening and speaking. But in your continued contact with them, you can do that. I had this demonstrated to me particularly with my own kids. Like osmosis a lot of it can rub off. You have to start somewhere. You have to start with the person you have.

The vast majority of people do not have very many skills which can facilitate human communication. At Penn State several of us got together and formed a corporation called IDEALS, Institution for the Development of Emotional and Light Skills. It took us four hours to to come up with that acronym. That was the first meeting we ever had and we had a good time trying to make a word fit. It is however reflective of what I'm trying to say. Emotional and life skills are skills whether we are dealing with a learning, or an educational model. Skills are something that can be taught. Someone who has expertise can teach the people who are learning those skills.

That is an assumption we would not make in a medical model. Another assumption we make when dealing with human relationships is that we don't always want to be dealing with a crisis situation. Now I imagine you deal with a lot of that as a librarian. If you are behind that desk and people are desperately in need of a book for a term paper that was due yesterday, then in many cases you are dealing with a crisis situation.

Also inherent in an educational model is to get out of that way of thinking. If all we continue to do is respond to people's crises, we may get over the rough spots and exist for a day at a time. But we are never really going to do anything to better the sum total of communications that we as human beings experience. We are going back again to the medical model. Somewhere along the line we have to deal with human beings in a way in which they can feel safe enough to talk about things before these turn into a crisis.

Based on your own experience, a crisis is a little problem that becomes a larger problem. All of a sudden you found that you could not handle it any more. One of the things that we know from learning theory is that if those things are handled in the beginning, they will not be nearly as complex as they are blown all out of proportion. People are very reluctant to express what seems to be a small concern. For one thing that I have heard is that many people do not want to burden another person. If I make an issue out of it we will get into a whole big thing. It's no big deal, I'll just forget it. With such attitudes and feelings little things become big crises later on.

No matter how much we like to delude ourselves about handling things, not many of us can really survive alone. We are really lucky to have one or two people that we can go to, who we know are going to listen to us when we do express something. They are truly going to put themselves in our shoes. I am talking now about empathy, about being able to so fully listen to someone else that you will put all your own needs aside.

If you find your own feelings intruding you are no longer being a good listener to that person. You have to make a commitment to that person to totally devoid yourself of feelings for a while so that you can enter his world. To me that is what a good psychologist should do. This is what a good helper does. A good listener is someone who can put aside their own needs for a given amount of time. Now we are all human. No one can do that for very long. We have needs ourselves for some kind of long term relationship.

At one time or another in our lives we all find it necessary to reach out to another person. We try to do something nice for them. We try to indicate that we really care. In return we need some indication from them that we are appreciated. At least hopefully at other times they will do the same for us. If they don't, the relationship soon ends.

In learning some skills you say here is a person who really thinks that he can help. I am going to make that commitment to them. You are not going to verbalize that commitment necessarily although that is possible. You might well indicate a person: I really want to hear what you have to say. However that sometimes turns a person off. It scares people off and turns them away. It is not necessarily the best way to convey to another person that you really want to hear them. That is too direct. I think the best way is to employ the kinds of skills that can be implemented and that will convey to the other person that you are truly with them.

Without ever having any formal exposure to communication models, that person is able by your modeling to do some of that for other people. I would like to think of that as a wild kind of thing. I think we are at a low stage of that in our society. I don't see any big ball of wildfire starting and catching on. There are not very many people in this world that you can count on to listen. But we have to start somewhere.

I would like to dialog with someone and as I listen to someone I would like the rest of you to watch very carefully. Observe what is going on so that you will be able to tell me what it is I have done or not done in being a good listener for that person. Whatever unfolds please consider yourself as sitting in my place at that moment. How would you have responded to that person? What would you have done differently from what I did? What would you have done, the same? What seems to be the end result of this dialog?

In order to accomplish this I have found that a demonstration is useful even though it always send up some shudders of anxiety. It is useful to talk with someone who has had some feelings about something. They can be good, bad or mediocre feelings. But I would prefer that whatever the issue brought up, it not be at the core of the human being. For example, if someone is currently going through a divorce, I don't think that would be an appropriate topic. Something that usually works well is if you can come up with an incident or a perception or a set of feelings that involves a profession. Secondly the thing that would be very helpful is if you can come up with something that is recent rather than something that happened a month or two ago. It should also be something that I know nothing about and something connected with the workshop in which you happen to be participating.

In responding to such a challenge, the volunteer demonstrates strength and courage and becomes a case example for study and analysis. In the subsequent commentary, it is probably easier to comment on nonverbal things first. It would seem obvious that when I am with a human being, I would look at them. But there have been a lot of studies done about eye contact. The amount of time people even look at each other is not very high. Do people always let out their facial expression, even though they may be talking rapidly and with humor?

I try to listen to the quality of responses and see whether you can offer sympathy, and respond to the pain and discomfort evident behind the words. We talk about eye contact and tone of voice, but in a sense we are talking about something larger. One of the things that will happen in a structured kind of model is an evident diligence in so trying to attend certain things that at times one will lose other things. Anytime that I am in front of a group of 30 or 35 people, trying to model a demonstration, I am nervous.

By the way, things that have happened a long time ago in many cases create feelings that are harder and harder to identify even though you can remember a lot. I am always amazed how certain songs, or a certain smell can evoke feeling, and how words for most of us do not seem to be able to do that. In a lot of ways I think that is a sad state of affairs. We have been trained in our culture not to tolerate feelings. I think that has been proved even more so for males. At a very early age most of us here in this room were told not to cry when you got hurt. Big boys don't cry! I think many of us have been behavior modified out of talking much about feelings unless we have someone listening to us who will specifically attend to them. We tend to get very wrapped up with content.

This brings up a problem of how to identify and respond to feelings that one himself has not had. You could give examples from your own experiences. But we do have a problem. How do I for example respond to a woman in labor. Yet because I can't experience childbirth do I not try to respond to her. I think that I must somehow respond perhaps if only by inference from the content of her behavior.

Many of the communications styles work if they are used sparingly. If they are used in conjunction with one another, they can be appropriate. It may be that you will have to ask a question just to get a conversation going. I think that might be particularly so in some of the things that librarians would do. Let me take the opposite side of the coin and say I have many times experienced situations where this model was employed very strictly. Absolutely no questions were allowed. Inevitably there comes a point in the conversation, sooner or later, where there is a silence. Then we get the whole question as to whether we are going to be a helper or a listener for this person.

While we do not want to reject any of the things we have already said, it may be necessary to consider how one can bridge the gap when there are silences. One of the training tapes which had the greatest impression on me was one of Carl Rogers doing work with a schizophrenic client. It is about 49 minute tape and about 35 minutes are quiet. When it gets to the point where the person says nothing I think that we are usually saying we are either scared or we do not have trust. For one reason or another we cannot be in the company of that person right then and there.

One of the things that I have resorted to at time like that is to recognize the limits of that model. At that point I say: I hope our silence isn't making you too uncomfortable. I will tolerate it long enough until I recognize that it is making us both anxious. But if we are to move on and grow, there are going to have to be some periods of silence.

Unfortunately there are some professional fields, and librarianship may be one of these, which hold that the helper should always talk and keep the conversation going. This can readily be brought to the attention of participants in a training session by having them engage in a dyadic conversation in which absolutely no questions can be asked by either person.

Such an exercise vividly indicates that questions are almost the universal mode of communicating. However in doing so, each person has to make an effort to attend to feelings rather than content. This is seen as almost impossible out in the "real world;" but if a helping person is going to be effective, the skill of listening must be developed.

Listening is much more difficult than most people imagine. It requires a self-discipline in the sense of emptying out one's values. If your value structure is strong, it is difficult if not impossible to listen. Your value structure, revealed nonverbally, "tees off" the other person.

As a result, almost anything you say is seen to be advice. As soon as I get sucked into giving advice to people I have really got to start zeroing on my own needs. Attention to personal needs concatenates anxiety; and the anxiety makes it impossible to be silent. Thus the "flight into words" becomes the only escape route possible.

# DEVELOPING A HELPING RELATIONSHIP

Paul J. Friday

As librarians you transact with people in order to give them information or, rather, to exchange information. A second goal is to reassure and make your clients comfortable. It is interesting to note that in doing this there are three things in every human being (regardless of who they are, where they come from, or what their occupation is) that are in common with all other human beings. It is these three things which I am going to discuss with you over the next two days. Inside, we come from one of three different directions. In our work, our play, our loving, our hating or in any other kind of transaction between people, we are directed by one of three "ego states." These ego states are labeled the Exteropsyche (the Parent), the Neopsyche (the Adult) and the Archaeopsyche (the Child).

The first one, the Exteropsyche, is like a parent and responds to things like parents do. Parents do two things. They tend to take care of people and they also tend to be critical with people. We can come on as a parent with anyone we come in contact with. We learn very early how to be a parent. We don't wait until we arrive at graduate school; we already have the makings of it inside of us as early as three years of age. If we come on as a Parent, we can do it either as a condemner or as a nurturer.

How do you condemn those whom you come in contact with in your job? What is the way that you would condemn them? Condemn me! Let's say that I come in and do something. I don't know how to use a card catalog; but more importantly, I may need a "put-down." Let's say you spend half an hour with me and still I say I don't understand what this is. The least response I'm about to receive is your frustration. The greatest will be your rejection and perhaps this was my goal in coming in to your library in the first place.

How can you condemn a co-worker? Let's say I work with you and I just started. You could say, "Well, why did you do that?" Or, "You dummy, I told you how to do it and you put the books in the wrong place, in spite of my directions!" There are multiple ways of saying things, but they are going to come from one of the three modes mentioned above. If the Parent is one of them, it will be visible in either a condemning way or a nurturing way, just as a parent would take care of a child.

Physically it may mean taking a client with you and saying, "Come on, I'll show you how to do it," (and then doing the task herself). That is probably the most obvious way I have seen librarians being overnurturing. But overnurturing may not be the appropriate response to requests for help.

I'm sure in each of your experiences you have come across people who come in continually in the same way to your library, requiring you to go get the book for them. When they bring a book back three weeks late, there is do doubt in your mind that they are going to be three weeks late with a periodical which has to be in the next day. They will have endless excuses. You feel the same things inside when they come in. They "hook" you every time because there is no other way they can relate to the world except that way.

Remember, the transacting of information is not a one-way process. The information is the game. The idea of getting something accomplished seems to be the all important reason of why we are in libraries. But the process of transacting information is the essential segment in our work. We may be here on earth to bug other people. The library is the arena for doing this. There is going to be an attempt to get you hooked into the game just by you being in that time and place. When you do get hooked into that game with someone, you will walk away really frustrated. You ask yourself questions like, "Why can't they be independent? They are graduate students. They are here on their own because they want to be. Why do they act like that?"

But each time they come in, they require you to do it for them. You sit back by the coffee pot and complain about the same ten people that you've been complaining about for the last five years and that you will complain about for the next five years. If they won't change and you won't change them, the frustration level will be maintained. We will see some things that we can do to change our behavior. These behaviors make the librarian a bit more efficient, at least less anxious or more comfortable in previously stress-provoking situations.

There are two ways that we can count on dealing with other people if we come from the Parent ego state. These are done either by nurturing or by condemning. You can either overly take care of, or overly put down anybody with whom you work in the library. Sometimes I think back over my experiences in the library when I was a kid. It was a place I didn't want to be because everything was so quiet, so big and so all powerful with thousands and thousands of volumes. That was scary and yet I saw other kids in there waiting at the door for the library to open and have a story read to them.

The feelings that somebody has in coming to a library probably approximate some of the feelings that I think you professionals have when you are about to go to work. You have been going to work everyday for many years. You get the key and you don't want to put it in the lock. But you put it in anyway. On other days you go in. There is a feeling of some kind. When you see certain clients come up you feel better than when other clients come up.

You relax when certain people come up because they approximate your view of the process that goes on inside the library. There are other people who come up, who are convinced that the only thing to do in life is to bug you. That is the only reason they are here — to make you feel uncomfortable. Everytime they walk in you turn around and go to the bathroom.

I remember this one librarian. I walked in and she looked at me. She looked this way because she knew I didn't want to be with her. I knew she didn't want to be with me and we were never with each other after that first incident. I order 10 books and I knew I was coming back so I didn't take them out. I came back the next day to this librarian and I ordered the same ten. I waited in the room for her to come. She came up to me and said to me that I was playing games with her and shouldn't be allowed to go into a library. "But I am not playing games with anybody," I said. "I just need those 10 books."

I got that feeling of being put down and of making a mistake. I'm referring to this incident because I felt the same thing come up again. I didn't like that experience. It was so intense that it has stayed with me for 20 years. I still have this feeling that I made a mistake. I didn't know how to deal with it. I looked at this lady later and I knew it wasn't me. I knew it wasn't the situation. It was that librarian's need to get critical with me — to orient her life from the Critical Parent ego state.

The Adult ego state is in charge of information. If there is a problem to be satisfied, the adult inside all of us is the most appropriate person to solve that information. It's the computer inside everyone of us that can deal with math and statistics. If I have a specific problem out there in the world the Adult is probably the most appropriate mode to come from in order to satisfy such an information need.

We have the ability to come from any one of three Ego positions — but only one at a time. We can come from the feeling mode, or Child ego state, whenever you feel anything at all. The Adult is the one who is going to exchange information and solve problems. The Parent is the one that can put down or nurture. The Parent is also where all of our values are. Any time we make a value statement we are coming from our Parent's ego state.

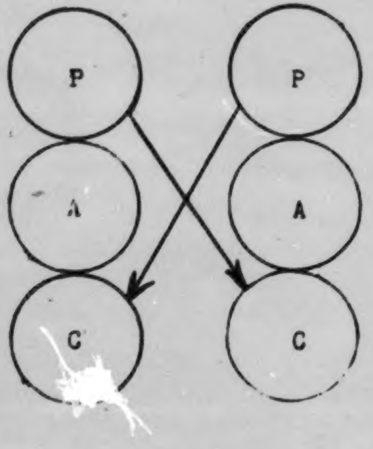
The thing is that you not only have three ego states but so do the people with whom you are dealing. I am not going to get into the things that can go wrong with people . I am going to work with the vast majority of people that you are going to work with. If you have a Parent, Adult and a Child inside so do your clients, patrons, co-workers and bosses as well. You can see that you have the potential to keep your transactional or communicational lines parellel or to cross them (see the accompanying diagram).

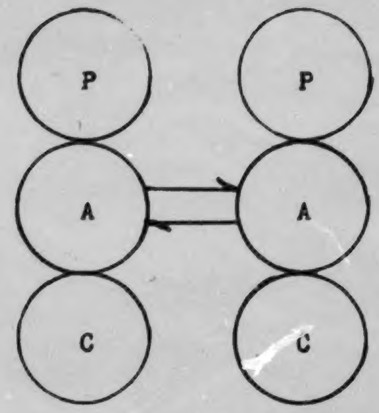
When we say, "Ann, the book is over there on that shelf at that number," we can come from our Parent, Adult or Child and aim to the Parent, Adult or Child insider her. We have the ability to really do multiple types of transactions. You can exchange information with any one of your ego states. So do you also have the ability to respond from one, two or even nine different ways from the beginning of the transaction.

What's complicated is that the other person has a chance to do the same thing. So you suddenly have 18 different ways of communicating. There are two golden rules about communication. The first rule is that parallel or complimentary transactions can be maintained indefinitely. If I come from my Adult to Ann, and Ann comes from her Adult back to me, that transaction can be maintained in-indefinitely. There is no reason for it to stop and it won't. This is why you can tend to stay with some people longer than others. There is something going on inside them that feels good, and you can continue it.

The first time I met you, Adelaide, I felt very good. I needed information (but far more than just information) when I went to the library to start my dissertation. I knew that I had a year and a half ahead of me and this is the first day. Where do I start? I have a very broad topic that I want to deal with. I walked over to Hillman Library and they said to make an appointment with Adelaide and I said OK. I didn't need any information in the sense of do this and your dissertation is finished. Yet something told me she understood it. We went on for about an hour walking around the library. I did not remember where everything was, so what went on was a process of complimentary transactions.

This process maintained itself for an hour and made me feel good because my child was in charge. This was the case even though I came in with the statement, "I need information on how to complete my dissertation." She could have said: Here's a book on dissertations; read it and come back when you're finished with it; or what's your topic; or tell me about it, which is not tell me about you. Tell me what your interests are. Communicate with me that you're an individual; or I'm an individual; and let's start this process going. Without that hour with her I might have walked out with ten books and





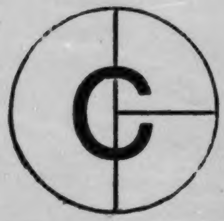
NURTURING
- Feed
- Cheer
- Comfort
- Caress

DISCIPLINING
- Limit-give sense of reality
- Prohibit - train
- Good, bad, right, wrong

COMPUTE
- Business-like
- Objective
- Organize
- List

INFORMATION
- INTAKE-listen, measure
- THINK-reflect, figure
- OUTPUT-talk, action

NATURAL
- Imaginative
- Spontaneous
- "Give herself away"



REBEL CHILD
- Defy, Fight, "Bad Child"

ADAPTIVE
COMPLIANT CHILD
- Believe, Memorize, "Good Child"

(from Addresso Set by E. Berne)

sat at home and looked at the books. At some level you have to read information but as long as processes are complimentary they can be maintained indefinitely.

The other law of communication is that a crossed transaction stops right away. You cannot maintain one much more than 5 seconds. For example: (Adult to Adult) "If you go over there you can get the book." (Child to Parent response) "You go over there now." (Child to Parent) "Why can't you show me? It's your job."

Unfortunately, the easiest way to stop a transaction is for me to go one way and for you to go another. But there are two other ways of stopping a cross transaction. Both involve a shift in ego-state direction by one or the other partners so that the transaction becomes parallel or complimentary. Start looking at a frame of reference around the three positions from which one tends to come more than the other. Remember that you can only come from one ego state at a time.

Do many of your clients come on as a parent? How od they act when they come on as a parent? They act like taxpayers I guess. How do you feel personally when somebody comes on like a critical parent? How many of you feel that you are treated in low esteem in society? Well, maybe we are coming on as children. I'm here, love me! Did you ever sit down and complain with anyone? If you and I sit here and complain a lot, that is a parallel transaction. That could be maintained for a long period of time as in a Parent to Parent transaction.

If somebody is coming on and initially starts to complain, it is usually to hook the librarian to do the work for them. How many of you like to do work for people? You can take so much of it and then you stop. What is your normal reaction when you know that the patron is using you? What do you do to break off contact? You can always say come back when you have used this, but you do make a break. Remember the dependent client is someone who tends to come from a Child ego state and is looking for a Nurturing Parent. As long as you are taking care of that Child you are setting up a parallel transaction: his Child to your Parent, and your Parent to his Child. If you want to stop it, you have to make a crossed transaction. This is why the model can be effective because there is no set way of doing it. But you can understand how it is done. I feel it when I am becoming dependent on the librarian who goes and and gets this book for me.

Some patrons will not leave you alone. The goal then is not to get information. The goal is to seek out the parent figure who will take care of him. For example, I feel you may be dealing with a large percentage of people who are like the new freshmen class.

There is a large majority away from home for the first time and they are seeking out parent figures. I see them coming into the library and using you as parent substitutes. What you do is talk to them for about an hour from your Nurturing Parent to their Child. How long will the transaction be maintained if you direct your energy from your Adult to their Child when they are coming from their Child to your Parent?

Lines do not have to cross themselves to make what we call a crossed transaction. As long as they are not parallel they are considered crossed. For example, even though the lines go parallel but are aiming at different ego states then the transaction is considered crossed. If I am playing the game of PTA (Parent to Parent) by complaining that those teachers are lousy and the library books are out of order and you are coming across from your Adult to my Adult, then the transaction will cease.

Just because you call it a crossed transaction does not necessarily mean that the visual communication lines you see in your mind are crossed. As long as I am coming from one ego state aiming at another ego state from you (which is not doing the responding to me) then we have a crossed transaction. You are not going to feel good. Something is going to be wrong and you are going to stop.

Transactions get more confusing when you get into games. They are simultaneously played on the social and on the psychological levels which is crucial to understanding Transactional Analysis. Games, or complex transactions, will be discussed later.

It is crucial to find out from which ego state you are coming from. Which ego state has the most energy? In fact you may feel yourself going from one ego state to another. Remember the Parent, Adult, and the Child are all good. They are all appropriate at the right time.

The question now is, what determines the right time and the right place? Does your child determine that you are going to get in trouble with your boss for fooling around too much? Does your parent determine the right time and the right place? Are you getting in trouble again because you are hitting on critical issues or are nurturing at the wrong time? Hopefully, the Adult determines when the Child should come on; and the Adult should come on because it is dealing with the world and sorts out the information about what the Child's needs are.

The thing initially is to understand the ego states. Transactional Analysis is a good conceptualizing tool. It is a way of looking at yourself and others in what's going on. It helps to simplify a transaction and objectify what is going on in your work.

Whether you can take this home and give it to your employees depends entirely upon yourself. Some people say that TA is too simplistic. But it's available for those of you who may want to use it as a framework. It may serve as something to think about, or as an explanation of information transference.

On the one hand, a little bit of knowledge may do more harm than good. On the other, this presentation may give you a taste of what is available in the field. If it makes sense to you, you can go out and get more information or get involved with it as much as you want. The approach is comparable to a course in general psychology for freshmen in college. They are not necessarily going to be psychoanalysts but they have an opportunity to find out whether it is appropriate for them. For the communications field, this is your life. Here is a mode of communication that makes sense to a lot of people. It may even make sense in library situations.

For example, I don't use TA all the time as a therapist or as a counselor. I use TA about 15-20% of the time. By that I mean, I explain TA to the client without using the TA jargon. For a lot of people, TA is not appropriate because they do not have a communications problem. TA is a pragmatic approach to communications. Because it is pragmatic for some does not mean that it will not be rejected by others.

I hope you understand that you have to make a judgment somewhere. With you, I have emphasized the Adult because you are in a type of occupation that is involved with information transfer. Out in the world, they say information is an adult process. But TA people tend to push the Child in the hope that individuals will really get close to their Child ego. They emphasize the Natural Child because these emotions are very quickly turned off due to things that happened in early experiences. As a result, it is presumed that communication will more readily occur.

The relation of verbal message content to non-verbal message content is an important factor in communications. In this country, studies have shown that Americans in general social situations receive most of their communications nonverbally. The ratio is about 90% nonverbal, and 10% verbal. And the point I want to make is that this ratio is maintained between you and your patrons in the library.

The vast majority of what you say to your client and what the clients say to you is transmitted nonverbally. This I maintain as a fact in contrast to the emphasis placed on the spoken or written word by the vast majority of us who are in the communications field. One of the major functions of how you will present yourself as an individual to the person across the desk from you will be determined by what the person is saying to you nonverbally and what you are saying to them nonverbally.

The important thing is what you are saying to each other. For example, in the supervision of a counseling session you start looking for the counselor who leans forward. If the client leans forward it is like saying: I'm giving everything I can, as opposed to somebody who will sit back and appear disinterested. The important thing about nonverbal communication is that it is a key in making inferences about the behavior of the patron.

What people do with their legs is as important as what people do with their hands. Eye contact is the most important thing about nonverbal communication in our society. We are allowed to hold eye contact for only 4 seconds. Anything more than that comes on too strong. If you look very long in the client's eyes especially in a group, you can start to feel something build up. You need to start blinking or to look down. And then you check again in wondering why the other person is looking at you.

A library is socially justifiable space. The limited population makes it easy to define the rituals of where you go and what you do as opposed to a subway station where there are almost too many variables. The thing that we do in libraries is to maintain the existing order. The goal is to keep things maintained despite the fact of many new ideas, new concepts and new ways of approaching information. Social order must be maintained and not changed.

One can speculate how much nonverbal behavior maintains and regulates the structure of transactions as well as making it possible for you to use language and thought for other purposes. Sometimes we hear it said that the purpose of communication is the transmittal of new or novelty information through the expression of individual feeling or thought. Both body language and body movement can also be used for the transmittal of old information and doctrines. New organisms or group members become indoctrinated by such transmittals.

The role of nonverbal communication is largely to maintain the status quo. So what we will do in our libraries is change the staff because in fact the nonverbal stuff will not change. We might for example shift the desks around in order to let the people be further away from each other or in order to study in quiet. You might shift the desk behind which you stand, (and think about what it means for you the librarian to maintain such a barrier) or study the effect on intimacy or personal communications.

Are you aware that the human species is the only animal that has ever existed on earth which "cannot say nothing." It is impossible to say nothing. You just cannot stop communicating. You are constantly sending out data to people. It is being picked up and used to send signals back. This need not be a deliberate process. If I take off my glasses, I am saying something not about my vision necessarily, but about personal openness and closeness. If you are around a person long enough, you start to pick up what her nonverbals really mean.

It takes a lot more to understand what people are saying to you than what you are saying out loud to people. You might say that I want my library to be open and for people to be involved. Yet everytime they come in, I just sit behind the desk and ask what do you want? I may hear what you are saying but I also see what you are saying. It is far more important to be aware of and tie into what is being said nonverbally than what is being repeated verbally. How many of you ever come in physical contact with your clients? How often have you touched the last 100 people that you have dealt with? I am not saying it is necessary to touch or not to touch people, but one should be aware of what one is doing and the effect we have (and don't have) on others.

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# THE CONSULTANT AS LEARNING FACILITATOR

David W. Champagne

The problems you have are very real. There are many adults who for the first time in their lives are becoming interested in self-study. You just can't send a student of this type to a library and say go study. They need special kinds of help, especially in developing better listening and study skills.

Consulting is a very difficult job and I think you have begun to realize that. The purpose of this morning and afternoon is to help you develop a clear role definition of what a consultant is. Then perhaps we can identify some of those skills needed or at least see if some of those skills fit you. I would like you to think about what you are doing with me today on two levels: (1) for yourself; and (2) as a guide to inservice training that you might do with your own staff to help them learn some of these consulting roles. Thus you are evaluating what you are doing while participating in it.

In a library situation these new learning experiences seem to be moving librarians from traditional structured situations and are forcing them to make individual judgments in individual situations. This is not a role that any librarians I know about have really had for very long. It appears to be raising new issues that you are going to have to face in taking up this role. People are beginning to come to you, expecting help from you in a role for which you are not trained. You are expected to go far beyond the material that is in your library.

The librarian today has also begun to develop roles as a community advocate. Librarians are no longer just the storekeepers of books. They accept a feeling of responsibility for the functioning of the community. They are not outside the community and consequently have to interact with that community and to learn to help develop that community. In many ways you are taking on part of what social workers and others have been doing in the past.

There are some differences however. Librarians are not trained as nor oriented to social worker or guidance counselor roles. Librarians seem to be more directed towards materials and resources but with some counseling capability in order to understand the people asking for help. However, the clients helped are folks who at least have a general area of interest or goal. In that sense you do not have to help them focus on goals. However, they may not know where to go specifically to meet the goals they have selected.

In my local library they are now preparing a lot of pamphlets about the un-university and for this alternative educational program there is a series of courses. Do people then come and ask you about those pamphlets and about how to get other information? What are some other issues which you are beginning to face in this venture? Are people demanding of you that you have resources in your library? Is that responsive? Is it an information role which requires you to teach different resources, and acquire different skills and maybe step out in the community much more often?

Much of my work has been in finding people jobs and in placing them with groups in the community. I have talked to people who use libraries. The library seems to be a center that really belongs to everybody. It might even be a place to do a proposal, or to find out about somebody. For example, my dad just retired. He now has time to do things that he did not have before. For instance he wants to find out about the laws on zoning. He needs help in using those facilities you have to meet his purposes. The library is mostly an alien mystery to him.

What are some other issues that you haven't faced in this learning consultant role? You may be talking about administrative changes or reassignment of staff and resources. Let us think about that a little bit. It may not be only more personnel. Perhaps it is personnel with different skills. Are you going to have to be responsible for training them? Or, is some place turning them out and recruits are just waiting to get into line in your library?

That leads me to another aspect of a new or innovative relationship through community work. Can you establish a base in the nonprofessional elements of the community? Can they be assisted to help one another in their information seeking patterns? What are the people like? What are the characteristics of these learners that are coming to you and wanting help?

People also come to me as a helping and counseling person. They really do not always know what they want. They need something more. You represent and have experienced instances of people asking for this kind of service in a different way. In some sense, people who have a need do not know what that need is but they come and ask for it. The whole idea is probably new to some of you that people are going to be coming to you to help them focus a learning program. I want to know what kind of people are coming to you? Do you understand why that kind of person comes to you?

* * *

Librarian I - Describing a real client who came to her library: "Perhaps it is some agency where she had previously had some contact and knew a person. She didn't necessarily think we had the answer but she counted on meeting someone who knew. She was in a different department and she knew we were starting an educational program because someone had said: Why don't you go talk to Nancy? I'm sure she can help you. It took me a month but I was able to answer each one of the questions. Perhaps by talking to this person here in this institution he will help me make the next step. It took me a considerable amount of hours to track down all of that information."

"I want to know in some sense how real this problem is to you."

Librarian II - "A lot of libraries have come a long way in five years. I have found that in this past year people are coming to the library as sort of a switching station. No one else in the community may know where to turn, but surely they do at the library because they know everything. That is kind of shocking because librarians really have not been prepared for it. A lot of people think that since it is a library that the library can answer all of their questions."

Librarian III - "There is a great proliferation of listings in the phone book of social services agencies and educational agencies. However, I still think that people look upon the library as their non-specialized source of information. I am looking at the yellow pages here and it doesn't mean much to me. What does all that alphabetical garbage here mean? I don't really know where to go. The library has a person sitting inside the door. It is open. You can go in and maybe they can help. It may be a neutral agency. It's a very low profile agency that might just happen to belong to us. In the past we've always been able to get some answers at least from them. It is known as a neutral place where we can get answers."

Librarian IV - "How many people when they want to know an answer just call the library as sort of a reference center. This is probably the reverse side to the question you've been asking. But for some of us at least it is what we have to face. You're asking what kinds of people are coming in and what kinds of question they are asking. But some of us are dealing with areas where the public library is a very small, one-professional operation."

Librarian V - "We work in areas where there are at least two major minorities who make up the principle population — the blacks and the mill community. Neither of these groups go to the public library. Their information needs fall in the area of how to get a systematic education and how to get learning help. They are probably the principle powers in the community but they are excluded from the public library because of past attitudes.

I know a great many people such as these in our own community. There is nothing expressly over which they are offended except the past stereotypes, the past failures of the library to provide service as well as some present failures. The mill community for example makes up approximately 50% of the population where we are. I've talked to many of these people in various contexts and I'm not associated with the public library. They have all in a sense told me that they have never really felt that the library was part of the community. Such institutions are not really ours. You will not see us attending these community undertakings. You will not see us using the public library. Unfortunately because their neighborhoods are within the larger communities they are limited to the bookmobile service.

These people are really unserved. In all too many instances few people get to the library. Either they are totally unconcerned about this thing in the community or they simply realize that it has very little relevance to their problems. Some of us are going to be put in a position of going back and doing a very big selling job with both the county public libraries and the community agencies. It's going to take a good deal of commitment on the part of the professional librarian simply because it's never been done. It is partly a community problem because the library has a white, middle class orientation, or at least it is perceived that way. When you try to serve such a population there is a considerable communication gap."

* * *

Based on these contextual settings, I would like to propose that we consider a model of the consultant. That is what I would like to build for you first and then sketch out the details. My text from which I will take my scripture this morning is Intervention Theory and Method, A Behavioral Science View by Chris Argyris. This is a very difficult book but it has some interesting ideas which are intelligible. The book is something I have never been able to read all at a time. I just go to it when I need some ideas.

I want to tell you a little about why I am using it. It's a book that was published in 1970 and based on Argyris' on 15 or 20 years of consulting and intervention. Argyris, the author, is a social psychologist who was at Yale and now is at Harvard. He does a lot of helping organizations to become more effective. Out of that experience he has developed what he calls a models for effective intervention.

When people come to you asking for help, you and they in a sense become a system. A third component of that system comprises the materials and resources on which you can draw. An additional component is the role you work to establish for yourself.

At this point, you may be ready to do some consulting. If so, you have to try to get out of the middle of that system. You try to help people to learn and get in contact with the resources. How you take up that role can either help that learner become more independent and more self-functioning or it may make that person more dependent on you.

That's probably something you have not considered often. Argyris has developed a very simple sounding, but very fundamental intervention model as to how you can intervene in a system and help maintain independence. In a sense you help the clients build their own skills at managing their own behavior learning better. It's a very simple sounding system but it's really, for me, the best organization I've ever seen of what a consultant role is. Argyris uses it in business and in education. I use it in teaching and in school supervision. I think it's immediately applicable to librarians in your role.

Ms. Brooks said yesterday how important it is not to make a person dependent on the librarian as learning consultant. I think it is the key to any kind of effective consulting. The client has to be more dependent when he's finished than when he started. They have developed more resources in themselves on which to draw than they had before. They are not going to have to come back to you for the same questions again.

Effectiveness test number one is that you must begin any intervention with the generation of valid information. Any time you are going to intervene you must find out something about the client. Not only must you find out what they need but you must find out what assumptions they are making. You have to know where they're going and be able to find out what kind of resources they've used before. You cannot ignore what experiences they've had in the past. It is essential to begin any intervention or consulting with the generation of valid information.

The second condition of any effective intervention is that it should be done so that the client system maintains its independence. The way Argyris puts it is that free informed choices are necessary. The client must know what the implications are of his choices; he must know what the alternative choices are; finally the client is the one who makes the choice. The consultant may advise about choices, but it is the client who should feel responsiblity for the choice.

The third step in any effective intervention is that the client should be internally committed to the choice. Even if you as consultant don't feel it is the best choice, if the client does, then he is committed to making it work.

If you want the client to be independent, you have to start by supplying useful data. Then you help develop choice on the client's part by helping them learn what the implications are.

Finally the client has to be internally committed. The client is not doing it because you said so but because they believe it is the right course for them. The whole thing here is that they are developing responsibility and skills so that they will not have to come back to you for the same questions. This will be a learning process as well as getting answers to their questions. Today we should be talking about ways of getting information. We should be talking about our own behavior and how that interferes with or facilitates the getting of information and in making assumptions about people.

The kinds of information you may need to have to be a learning consultant will obviously vary with the learner. You often must know their life style. You get to know whether they have space to study at home, or plan to use space in the library. You've got to know how much time they can spend. You've got to know what their main goal is. You've got to know how much financial resources they have. You've got to know whether they qualify for certain kinds of aid that you may suggest. You may need to know their level of reading. You may need to know if they know how to operate a tape recorder or even if they've ever seen a tape recorder before. If you have coordinated slide tapes showing something about community resources, do they know how to use it?

Do they know how to take notes from materials? How many things can they conceptually handle at once? There may be other kinds of questions you have to ask. Sometimes you can list a whole lot of things to help them. They may be able to go out and do it all by themselves. At other times you may have to set up a program where they can do one, two or three steps of a 10 step process. Then they may come back to you and check to see if they understood the next step before they go on with it. These are all pieces of data you are going to have to select in order to be an effective consultant.

It is going to be a very difficult job. But, until you have done it this way you cannot be an effective consultant. In order to make an informed choice the client has to know what the implications are. Do they understand the commitments, the requirements and the resources they are going to have to put into this learning project? Do they understand the kinds of facilities that are going to be necessary? How much do they know about what's going to happen when they have made that choice?

I have a doctoral student who is doing her dissertation on learning styles. She has begun to find a lot of different things about learning styles and something about data and making choices. There is something called analytic style and something called relational style which many of us have. Many poor people (white, black, green,red) tend to have a relational style of learning. Middle and upper class people tend to have more often an analytic style.

An analytic style learner can learn independently and can wait a long time for reinforcement. He can organize logically and sees the consultant as an object who can get him something. Such a person is not necessarily interested in the personality of the consultant, He sees that person as a resource who can help him get something.

A relational style learner is much more often typical of people who are poor. They often need to have activity and learning structures so that they are working in groups on them. They need a support system and a reward system. They need to know about the success they are having with each step of their learning. They tend to be more dependent.

I've done a lot of aide training and the training of parents to work in schools. Much of that training is generally with poverty income people. They need structure so that the learning is relational in the sense that people are working together. They begin by helping each other. But at some point they move from relational to analytic.

That is one of the interesting questions in this whole business of training. Most jobs are set up so that they reinforce analytic people and there is a big question in the schools as to whether we should remake the school so that it has many more relational tasks. How can we work with people where they are and lead them to situations which make more people analytic. They are probably not going to change from relational to analytic learners overnight especially if they are adult learners. They are probably going to maintain this primary learning style and you may have to help them structure relational tasks.

That's the kind of question you have to ask. Do clients like to work by themselves? What kind of support do they want? Can they take a couple of steps and then come back for help, or would they rather get the whole process. A person who needs support by coming back tends to be a relational learner. Then you will have to make some mental notes in your head. You will have to help them set up a program where they will get some reinforcement and feedback. In any event, you cannot change one person to another style arbitrarily. It may be largely the kind of questions you ask and data that you seek as a consultant which determines the kinds of suggestions you make.

From my limited experience with library clients, I would suspect that the analytical patron is a natural user so to speak. Apparently, however, you want to move towards a broader base in community use among those for whom the relational style is more natural. Are you ready to go all the way and provide the kind of atmosphere required for such learning.

The issue here is that there is a difference between making assumptions and working from data. You have to get data from people in order to make some judgement; don't just assume that they can't manage. It occurs to me that someone might be more comfortable with the relational kind of learning if you ask certain kinds of questions. Do you like to work alone? Do you find yourself frightened because you are turned off by traditional education? Or, are you frightened about the idea of working with somebody else where there is competition? They may feel that they have to prove themselves.

You need to ask questions to get more data about them. Obviously it takes more time to find out where they are. Is the career they are seeking analytical in nature? Or does it demand relational type tasks? Have they begun to think about these factors? Indeed, maybe that's something you can help them think about. What things will they actually be doing on that job? Are they the kinds of things that they will be interested in doing when they do get employed?

A lot of times when people give you information they don't really know what it means themselves. Part of your consultant role is to help them focus on that problem. Most of us as consultants not only make assumptions but generate inferences based on inadequate data. We tend to tell people what to do, this not only violates their freedom of choice but also disrupts their commitment to the tasks. Once we do get the data how do we help them decide what they should do?

We are not architects. We cannot tell someone whether their "building" will or will not stand. We cannot be authority figures as consultants. Authority figures and consultants do not go together. When we go back to our states and try to introduce these things to other librarians, do we tell them its a new service, or do we teach them a new philosophy which includes these services.

For example, in the new service we may not succeed. Service includes everything like education, information, recreation. So the library is a service — we push this, there is a chance. You have to know what is needed in terms of staff, resources and kinds of people you are going to hire. How much need is there for that service in your community? Having obtained data about such factors one can make the choices about what you are going to be doing.

My own philosophy is that one cannot impose a new role on staff. If the staff I have doesn't want this role and can't do it they probably are not going to be very effective at it. For me it would have to be a decision that the staff makes. All too often we come on as totalitarians.

All of us like to tell people what to do. That approach becomes less and less effective with adult learners who are really trying to find their own way. The more we tell them, the less they feel free to learn. They are not going to come back or return for continuing help. You've got to decide with your staff how much you are going to get into this.

My dad who was a laborer in the mills with a ninth grade education may serve as an example. He probably is a very bright guy but in his day to go to school was not the thing to do. Since he has retired with time now available he's realized a lot of things he wants to understand and know. He now has a need to know things. Somehow on his own he has learned how to go down to the courthouse and find out about deeds and taxes. He goes to town meetings. He volunteered as an assistant to a state legislator. He now has to learn how to use their library and look up the law on the kinds of issues he wants.

Obviously, he needs a learning consultant. He is using an incredible amount of time and energy trying to get to the people and the resources he needs to read the laws. But nobody has really been able to provide him with the service. He is able to do it on his own with much effort and very inefficiently. In the future, I think that there is going to be a lot of those kinds of learners. They may have incredible motivation and be willing to spend hours and days and weeks until they get what they need, but they are still missing a lot of things. Perhaps more importantly, many of them have not learned that they should look at both sides of the question. Part of that could be achieved by a learning consultant if they had one. They could help him open up questions.

Unfortunately, there is now no one who can provide that service to him or at least that is what he perceives. I think there are millions of those kinds of people who are beginning to come. They are not only the older people. Many people have careers they aren't happy with. Suddenly they realize that there might be another choice. They may come to librarians. I just look at the hours my dad wasted, including writing to departments of labor all over the country, just to get things that are probably in library files. The motivation is there but the search and retrieval skills are not very effective. I look at this example and suggest you may find a role in serving more clients like my father.

Argyris model of intervention seems to me to be the most effective way to do this job. I would like to review each of the steps and establish its purpose in the Conference Model.

## PHASE I: SETTINGS OF GOALS AND COMMITMENTS TO A GOAL

### Step I - Specifying Objectives

The purpose of step one is to make sure that both people in the conference agree on the goals. This sharing is a kind of contract setting. It establishes an atmosphere of, "Let's get down to business."

### Step 2 - Reviewing Data Related to Objectives

Both interventionist and client must have or develop same perception of what is presently happening in the situation being discussed. Both parties must limit or discipline themselves to describing the behaviors that are related to the objectives of the conference.

### Step 3 - Selecting a Focus

A focus on one or two issues within the objective selected above allows more specific planning and a more rapid change of the client's behavior. It also helps keep the conference short. A short conference is usually more productive than a longer one.

Step 4 - Agreement on Necessity of a Change

The purpose of this step is to seek a commitment to change on the part of the client. This step should be short and done only once.

## PHASE II: GENERATION AND SELECTION OF PROCEDURES OR BEHAVIOR

Step 5 - Reinforcement of Aspects of Present Behavior

The purpose of this step is to assure the client that parts of present behavior are appropriate. The task of change is thus less overwhelming. The change becomes an extension of present behaviors rather than a denial of previous behaviors.

Step 6 - Proposing Alternatives

More than one alternative should be considered before a choice is made. Strengthening or extending existing behaviors is one alternative.

Step 7 - Selecting an Alternative

It is difficult to implement several changes at once. If one alternative is selected, the chance for success is better than when more than one alternative is selected.

Step 8 - Specific Planning

Specific planning includes: the objectives, procedures, and evaluation. It is suggested that the specific planning be written or audio taped so that both interventionist and client will have a record of their commitments. A record makes both the participants more accountable.

Step 8a - Practicing (if appropriate)

This practice is an opportunity for clients to try new behaviors under conditions where they can get immediate feedback. This practice identifies any unclear areas in the planning.

## PHASE III: COMMITMENTS AND CRITERIA OF SUCCESS ARE SPECIFIED

Step 9 - Establishing Criteria

This agreement sets a realistic expectation for the client. The supervisor should exercise care in establishing criteria which are attainable by the client.

Step 10 - Giving Feedback on Conference

This step allows the interventionist to find out what the perceptions of the client are. The interventionist should learn how to ask this question to receive an open and honest answer. Interventionists do not defend their behavior here. They simply try to understand the perception of the clients.

Step 11 - Reviewing Commitments

This final checking out and restatement of commitments is necessary. It is deliberate redundancy. It prevents major misunderstandings. After the restatement of commitments, the conference should end.

Within this conference format all steps can be made congruent with the establishment and maintenance of client responsibility for, and commitment to, action taken. The entire structure of the conference, while it serves the goal of efficiency in the use of resources, says clearly to the client, "I trust your intelligence, your interest, your professional purpose."

The interventionist's role within this conference format can be conceptualized on a continuum from directing to consulting. Any of these roles is a legitimate one in the context of the agreement between the interventionist and the client. The interventionist in the framework established here should always try to move toward the consulting role and away from the directing role.

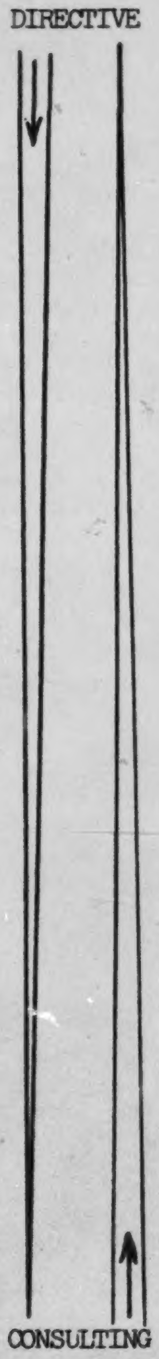
The major stages within this continuum are listed below. Steps 6 and 7 of the conference format are selected as the example used to explain these stages. The stages apply, however, to all the steps of the suggested conference format excepting step 10.

The last stage is the true test of autonomy, and of honest helping relationships. As clients become more self-directing they can and usually will manage the interventionist into an active role on a peer basis. They are then free to seek and use aid, but they determine its application.

Stage 1 is usually self-defeating and is not recommended. There may be times when it is appropriate. It is never desirable over any extended period of time.

Depending on the organization in which you work, certain goals, structures and procedures are not negotiable. Certain directive stages are dictated by these fixed goals, structures and procedures. Any attempt to pretend that these dictates are not present is dishonest and, therefore, unproductive.

## CONTINUUM OF STAGES OF DIRECTIVENESS



| Interventionist Role | Example from Steps of Conference Format |
|---|---|
| Stage 1. Interventionist initiates; interventionist chooses. | The interventionist proposes all of the alternatives and then chooses one. |
| Stage 2. Interventionist initiates; interventionist and client chooses. | The interventionist proposes all of the alternative strategies; they jointly choose one. |
| Stage 3. Interventionist initiates; client chooses. | The interventionist proposes all the alternative strategies. The client chooses one. |
| Stage 4. Interventionist and client both initiate; interventionist & client choose. | Both interventionist and client proposes strategies. Both make a choice. |
| Stage 5. Interventionist and client both initiate, client chooses. | Both interventionist and client propose strategies. Both make a choice. |
| Stage 6. Client initiates; interventionist and client choose. | The client proposes alternatives, both the interventionist and client choose one. |
| Stage 7. Client initiates; interventionist questions, client chooses. | The client proposes alternatives, the interventionist asks clarifying questions, the client chooses. |
| Stage 8. Client initiates; client chooses, interventionist listens. | The client proposes alternatives, the client chooses, the interventionist listens. |
| Stage 9. Client initiates; client defines role of interventionist; client chooses. | The client proposes the alternatives, defines a role for the interventionist, and makes the chioce. |

## MODIFICATION AND BEHAVIOR DEVELOPMENT

Judy Johnston

I don't come to you by any means as an expert on learning theory or behavior modification. I am going to ask a question. Put the world "learning" down and then beside it write the words "behavior modification." Now, define what each means. After you have defined both terms write out as simply and exactly as you can why you are attending this institute.

Now, how did you define learning? Do you want to share some of your definitions? I do not have the correct definition, so let us see who can come close to one. A process of being in a new experience, knowledge or skill? Is it taking something from a process of learning, gaining or acquiring a new skill and then applying it to a practical purpose?

Okay, now what do you have for behavioral modification? A change in traditional or habitual behavior? A change from a basic pattern or position? My definition for learning is somewhat simplistic. Does anyone have anything like this for a definition: an observable change in behavior. Let us not forget the word modification which means to change. I can have a change in behavior by controlling or reinforcing the consequences of that behavior.

Many times when we speak of people learning something, we say they learn to appreciate certain books that were on display in the library, Well, the question is of course how do you know they learned it? The only way you really know what they learned in my opinion is that you can see some change in their behavior around that particular process.

Basically what we are talking about is behavior. We can change behaviors by controlling whatever reinforces that behavior. The basic principle underlying behavior change is that of stimulus, response and reinforcement. For every stimulus there is a response. If that response is reinforced then we have change. By the same token a response to one stimulus can be the stimulus for another response.

One of the questions I asked you was why you are here at this institute. I think I saw all kinds of really good things, like you wanted to learn to do something else. If you had to pay for the whole thing would you have attended? Go back again and think in terms of why you are here. I think it is probably tied in with a lot of things. Perhaps it is not just to learn something or to come away with new knowledge.

Basically though if you have a stimulus in your case maybe it's that you wanted to learn more, or you received a brochure that said there is a three week institute and the administrator thought you ought to attend. Your reinforcement may be the learning that you are getting from the particular workshop.

What have you heard about behavioral modification? It takes place in penal institutions, and means using punishment. But behavioral modification is a cover up for that. Perhaps its like Clockwork Orange which was a very extreme case of behavioral modification. It's a cover-up terms. What other things might you think of? Behavioral modification was really a philosophy like Hitlers or anyone else who wants to control people.

As an example, I walked over here this morning and I began to move some papers around. It immediately got quiet. There was a noted hush in the rrom. When I didn't say anything you started to talk again. So of course, I had to walk over here and ask for your attention. You greeted my paper schuffling with silence which is a process that can be explained very easily by behavior modification.

One particular professor said that it is philosophy. What can be good about behavior modification? Do any of you use it? Do weight watchers use it? Yeah I guess so. The fact is that you have to observe my behavior and infer that learning has taken place. More than that behavior modification has been used by people for many purposes. IQ scores have been raised 30-40 points as a result of behavior modification. One of the things that humanists say about behavior modification is that it is good for rote kinds of training.

You can train people to do anything. However you cannot guarantee that once trained, people will continue to perform; or that once trained they are going to like what they are doing. Behavior modification has even been used to teach creativity. In one experiment they took a group of children and gave them building blocks and asked them to put together something that was really unusual. The program took these children through an appropriate route of reinforcement to create unusual kinds of designs.

The famous argument is between the humanist and the behaviorist. The humanist says the other does not really deal with the whole person. After all, who knows why a person does that? We have Skinner and we have Freud — two opposing psychologies. With Freud you look into the dreams of the person where there is probably some neurosis. What Freud has done is dig deep into the person; but the behavioral scientist says you cannot. The behaviorist observes behavior and makes inferences about it.

There are two sides to the matter and depending on what works for you that is the side that I suppose you would choose. However, behavior modification is a technology which can be very valuable in terms of what you intend to do with staff, with what you intend to do with training people and how efficiently you manage a library or whatever it is you have to do. Using such techniques can make your strategies more successful.

Another problem with people who believe in behavior modification is that they tend to get very uptight and go around saying it is the only approach. How do you see behavior modification fitting in with the new supreme court rules? I see a lot of potential difficulty. No psychologist knows beyond his own theory what is normal. Then everything else is based on that normality.

Basically these words on this particular sheet will help you be conversant with behavior modification. By reading through these definitions you will become conversant with the terms of behavior modification. What is an example of an unconditioned stimulus based on that definition? When you see food what do you do? If given a lemon to eat what would happen to you? In other words an unconditioned stimulus would be the lemon and the unconditioned response would be what happens to your mouth for example in not being able to whistle. The lemon innately elicits that response.

A conditioned stimulus is a neutral stimulus such as a hammer for example which sets a bell ringing. A man that whistles at a woman uses a neutral stimulus. But when you pair a neutral stimulus with an unconditioned stimulus it elicits the same response as the unconditioned stimulus. A stimulus produces some change in the internal environment of an organism. A stimulus and a response can be the very same thing.

Pavlov of course did that. Food was the unconditioned stimulus for the salivating dog. Everytime he presented the food, the unconditioned stimulus, and rang a bell, the dog salivated. But eventually the bell became the stimulus and the dog salivated at the sound of the bell. When you were students in high school a bell rang and you got up and left the room. You've been doing this long enough so that just hearing the bell ringing causes you to want to leave any room.

Instrumental conditioning is basically what we talked about regarding behavior modification. The difference between classical conditioning and instrumental conditioning is that in instrumental conditioning we are dealing with a behavior for which we have to wait. We have to wait for that behavior to occur and then we reinforce it.

Let's go back to what happened earlier today. When I walked up here and shuffled papers, you all got quiet. That occured because you have been reinforced to that response. In most cases you get quiet when the professor or the consultant, whoever it is that is helping you, begins to talk. You've been reinforced to be quiet. That reinforcement is the product of instruction.

Why are people quiet in the library? Are things changing that much? How did it happen that people got quiet in the libraries? Carnegie said it should be? Libraries are for studying and studying demands quietness? Are they not changing that now? We stress education, functional teaching and group learning. Are libraries changing to accommodate these kinds of instructional techniques?

All right, let us look at extinction. Notice what extinction is — a behavior has occurred; you want it to cease so you stop reinforcing it. Now, a discriminative stimuli can be either an $S^d$ or an S-delta. Basically $S^d$ is a cue, or a pilot. Pilot is even more effective than cue. For example, when I ask you a question and I look at you, or I may lean toward you, I am giving you an $S^d$. An S-delta indicates that there is not going to be any kind of reward following a response.

Now we all get very good at this. A child when she's little may see a dog. She sees a horse and thinks it might be a "gog." The parents may reward her by saying that's very good, that's a gog! This may be alright, but at some point, the parents begin to worry that the child may continue to call both of these things gogs. Possibly the parents will no longer reinforce the child saying gogs for horse. So the horse becomes and S-delta for the word gog.

The next step should be a secondary reward. Notice that gog is paired with a primary reward and acquires the properties of the primary reward. Primary rewards, or primary reinforcers include a number of components such as food, air, sleep, sex. Relief from pain may also be a basic and primary reinforcer. You may well wonder how this fits into the role of a consultant? Once someone said to me that the definition of the consultant is someone who borrows your watch to tell you what time it is. Braun says: a consultant leads you to the threshold of your own mind. How's that?

By the way, what happened last Thursday? Did you all get upset last Thursday? I've been responsible for running workshops for teachers on a city wide basis. I do most of the planning for the in-service training of middle and junior high teachers here in the city. One thing consistently happens. Usually it is about Thursday of the first week that the first crisis is reached. People's anxiety level becomes very high and they start reacting as a result of that anxiety level. It is a very normal behavior because you have come with certain expectations and in terms of semantics not everything means the same thing to everyone else.

Notice what a reward schedule is; it is a system for delivering reinforcements to responses. The reward schedule can be varied; or it can be fixed. For example, every five times a member of your staff does something you want him to do you give him a reward. Then the next five times you reward him. Now that's a fixed ratio. Then we have something called an intermittant pattern which goes for a longer period of time. Basically that is what you want to do before you reinforce.

A person like a gambler functions on an intermittent reward schedule. Have you ever been involved in a situation where there is chance, like the Pennsylvania lottery? There is some chance that you are going to win. You may in fact play the lottery all the time because at one point you did win. You were reinforced for playing $2 on a horse. You may never win again. But if one gets hung up in that system, you continue to go back and play $2 on the horse until you die. A lot of people function that way which is really a gambler's syndrome.

Variable means it may occur anytime and intermittant means you spread it out maybe one every fifty times. Now notice what fading is. Its the gradual removal of cues and stimuli in learning a response. Let us say that there is something you want your staff to be able to do. You provide the cues for them to do it. Then once they have mastered it you start to remove those cues so that only the behavior is left. A lot of people confuse extinction and fading but they are two different things. In fading you have removed the cue, but in extinction you have removed the behavior.

The premack principle is one that was worked on us from the time we were in kindergarten, that is, if you attended kindergarten. High frequency can be used as reinforcer for behavior that occurs at a low frequency. Of course it was applicable because what you have are children who naturally like to interact with each other. So you tell them if they work for 20 minutes then they can talk to each other. The behavior that occurs at a high frequency, talking to each other, is used as a reinforcer for behavior that occurs at a low frequency, i.e., working on their materials.

Modeling is a performance of the desired behavior. For example, someone may come to you and say I don't know how to find something. What do you do? You show them? Does anyone just tell them? I think a lot of us do just tell them because we simply don't have time to demonstrate. But you can and do model behavior for another person. If you actually walk them through it they are going to know to better advantage what that behavior is. As a result they will be in a position to replicate it.

Shaping is a sequence of successive steps that when rewarded can terminate in complex behavior patterns. For years we've been asking people to define learning such that the student can appreciate good literature. How could you ever possibly measure appreciation of anything? Do the ears wiggle? What happens? Nothing! That is really something we have been caught up in for too long. It is really not being fair to people. If your are measuring excellent work from a staff member in one way and that staff member doesn't know how excellent work is defined, then I don't think you are being very fair all the way around.

I guess it is now time to get serious and say that if you decide to accept the responsibility you can help people modify their behavior. Even if you do not do so deliberately you still control other people's behavior. Despite protestations to the contrary, people's behavior is determined by what you do. It is really a much more complex process than just reinforcing people as they move along a continuum of behaviors. In instrumental conditioning you have to wait for the response to occur, because a human is a very complex organism. But in so doing, you are leaving guidance to chance. You have to master the processes of stimulus and control.

The first days on a job are sometimes structured to enable a staff member to participate favorably. If your staff member or somebody that you are working with has a really bad time the first couple days then your efforts towards changing behavior is not going to be quite as good. Once things start to occur you can reinforce them; that is an opportunity to do something and build on a person's predisposition about learning or about working for you.

Basically what you have seen is that we all come into situations with a mental set. We all enter into environments with certain kinds of predispositions that either effect the way we are going to respond or in fact cause us to respond in different ways. Negative statements may be okay especially when you get to say something which may be a very important thing to you.

A discriminative stimuli or $S^d$ acts as a cue for some behavior to occur. You are here today because you may feel it is appropriate and the behavior is leading somewhere. You are not exactly sure where it is going but in each of these behaviors there are a number of possible discriminating stimuli for further behavior. You are interpreting your behavior as somehow being directed toward getting some kind of reward. You might also interpret your behavior negatively. I don't want to be punished. I don't want to be embarrassed.

I think that most behavior is aimed at getting good things rather than avoiding punishment. I don't know that this is just my personal opinion. In a normal classroom the reward system operates like that. It would also depend on the age of the person and that may be an index of the social maturity of the person. For example, I know myself there are probably several things I do during the week to avoid bad feelings on.the part of a superior. But you see I work for a superior who is very good in reinforcing the kinds of things I do.

A student, who has been coasting in a course, begins to diligently study for a test. The results of a test constitute the reward. All of the players on a basketball team suddenly stop playing and walk over to their coach. What makes the players walk over to the coach? They might get instructions which could help them to win the game. Anything else? Well, they get to rest which is a reward.

What reinforces people is not always evident. Basically I guess there are various kinds of reinforcement obtained from doing what you do. Extrinsic reward may include money, grades, gold stars or perhaps a good evaluation. The point I guess is that all reinforcement comes from learning for learning's sake, or for the sake of doing all those good kinds of things.

A group of people may for example snicker over some one particular person who is continually disruptive in the library even though the librarian has asked that person not to come back. What causes that person to continue to do it? Reinforcement! A person who rarely comes to the library begins to come to the library. He starts doing all kinds of research on a science project. What is the source of reinforcement there? That's not as simple as the first one. He is getting help from the library. He is getting what he needs. What if he came in the first day and did not find what he needed? In such a case there is not much chance of the behavior persisting.

By chance the librarian may have wakened that morning to a very good breakfast. When she walked into the library her disposition was great about working that day. Maybe that librarian was on duty when that person walked up. The librarian smiled and offered to help the person find materials. In other words, the encounter was a pleasant experience. The reinforcement was in finding that material. It could be one of many things; but you see that the librarian can control many kinds of behaviors.

A person may become a habitual liar regarding the return of books. What is his reinforcement? He got away without penalty, which is probably the biggest reinforcement. Lying is a particular kind of behavior. When you lie you are really trying to avoid punishment. Putting a stop to fines may cause that person to stop lying about returning books. I can see you doing that but then you might not get any books back. However you may be able to deal with the matter on an individual basis.

Many members of your staff who were once honest may now have begun to cheat on some of their work assignments. What is the reinforcement there? They were not rewarded for what they were doing, so why should they do it? However it may not be necessarily the case. They might just think that they can get away with it. For years we have said that how a person acts is his own responsibility. But when you are in a supervisory position, you do in fact have a responsibility for controlling staff behavior.

Most people maintain that those who break the law should be thrown in jail. It follows that behavior modification has taken place there too. If you think back you can see that reinforcement works all the way down the line to some particular behavior that was exhibited. It happens all the time. Even as school is dismissed to discuss student clashes.with members of the opposing faction, incidents of violence increase in frequency. Your staff members may not be getting along. If you then dismiss a staff meeting so that they can get it together, you are really reinforcing the beavhior you want to avoid.

Some staff member may be getting away with something. Possibly you have allowed a staff member to do all the talking. So what reinforces that staff member is allowing her to get to say whatever she wants to say. How are you going to extinguish that behavior? Sometimes it is very difficult to ignore people. But in ignoring behavior you are taking away the reinforcement.

Some of you may be in charge of staff people. You have certain members on your staff who constantly foul things up even though you give directions, and talk to them. You tell them exactly what it is you want. But you always get a standard response. Oh, I'm sorry! Oh, I forgot! So she is being reinforced. She got away with saying: I'm sorry. Apparently this staff member wants individual attention. You can extinguish that behavior by refusing to give attention to that behavior.

What else could you do to extinguish that behavior? Perhaps you have a staff member who is always ill on critical days. Does that happen to you?. How are you going to extinguish that behavior? How are you going to modify that staff member's behavior who happens to be ill the day that something critical has to be done? It may be possible to giver her a special assignment one day earlier than usual.

Choose a behavior which a staff member exhibits that you would like to modify. Think of all the people on your staff and all the people you work with. I would like you to think back to the behavior on the part of that staff member and write down what you think is the stimulus to that behavior. What causes that behavior to occur? Write down in successive steps how you are going to change that behavior?

What do you do with a staff member who doesn't want to over-excel? The cause is basically that young people have difficulty expressing their needs. Could all of you pin the strategy to the remedy for that situation? One thing would be to make her more aware of what she is going, and expand this young adult's contact in other areas. Behavior modification can help a person who is having difficulty,. or perhaps doesn't like her job, or simply does not want to participate. By using reinforcement appropriately you can begin to modify that behavior which is a very humane thing to do. You may end up in making her job, or whatever she is doing, more pleasurable because she is now being reinforced for doing so.

Abuse of sick leave often presents a problem in any kind of administrative setting. At first glance, one may want to restructure the sick leave, but structure alone can always be subverted. If you are in constant contact with that person, it may be possible to chart the days on which that person is absent. On the day before an anticipated absence, one could hold a conference interview with her in order to express appreciation for work well done.

Basically the idea is that when people do good things they are reinforced. When we do good things we need recognition. If recognition is not forthcoming, many people will try to get it by taking an extra day off. Lack of reinforcement is quite evident when someone else gets credit for all the work you may have put in on a proposal. As a result, such a person may feel quite justified in taking off several days sick leave.

## A LAY PERSON'S BEHAVIOR MOD GLOSSARY

Unconditioned Stimulus: any stimulus that innately elicits a response.

Conditioned Stimulus: a neutral stimulus that, after pairing with an unconditioned stimulus, elicits the response innately elicited by the unconditioned stimulus).

Response: any change in the internal (can be unconditioned environment of an organism or conditioned) (a stimulus and/or response can be the same thing).

Classical Conditioning: the pairing of unconditioned and conditioned stimuli over a period of time until the conditioned stimulus alone elicits the unconditioned response.

Instrumental Conditioning: of all responses occuring in a particular situation, the response most closely followed by reinforcement is the one most likely to occur again.

Extinction: permanent reduction in the probability of a response by consistently withholding reinforcement.

Discriminative stimuli $S^D$: a signal indicating a response will be followed by reward. S-delta: a signal indicating the response will not be followed by reward.

Secondary Award: a stimulus which is paired with a primary reward and acquired the properties of the primary reward.

Reward Schedule: a schedule for delivering reinforcement to desired responses.

Fading: gradual removal of cues and prompts in learning a response.

Premack Principle: behavior that occurs at a high frequency can be used as a reinforcer for behavior which occurs at a low frequency.

Modeling: a performance of the desired behavior.

Shaping: sequence of successive steps is rewarded until a complex terminal behavior occurs.

## EXTINCTION AND SPONTANEOUS RECOVERY

Extinction of a response will occur if reinforcement does not follow the response. With the following classroom behaviors, speculate what reinforcements may be maintaining them. State a strategy for extinguishing them.

1. A student fails to allow sufficient time for cleaning laboratory equipment after experiments.

______________________________________________

______________________________________________

2. A student disrupts class discussion by yelling answers to questions without first being recognized by the moderator.

______________________________________________

______________________________________________

3. A student always forgets to bring a pencil and paper to class.

______________________________________________

______________________________________________

4. A student never pays attention to instructions for exercises and consequently must be told individually by the teacher.

______________________________________________

______________________________________________

5. A student is sent to the nurse's office because of headaches the period before each of his algebra exams.

______________________________________________

______________________________________________

## DISCRIMINATIVE STIMULI

Behavior will only occur if it is deemed appropriate to the student. The appropriateness of behavior is indicated by a cue or discriminative stimulus.

In each of the following behaviors, list a possible discriminative stimulus or stimuli for that behavior.

1. At the end of the class period, the students leave the classroom en mass.
2. Although students were not verbally instructed to open their notebooks, they stop their talking and prepare to take notes.
3. A student who has been coasting in a course, begins to diligently study his notes and text.
4. All the players on a basketball court suddenly stop playing and walk toward their coach.
5. All students in a school quickly leave the building in an orderly fashion according to fire drill regulation.

..........

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

## STIMULUS CONTROL

Changing behavior is more complex than simply giving students rewards when they do something correctly. With some students, you may wait until retirement to observe a correct response. You must become a master of stimulus control to increase the probability that a favorable response will occur.

Below are ten hypothetical situations which may affect a student's predisposition toward learning. If you feel that the effects would be favorable, place a + in the space period.

__________ 1. The teacher reminds the student of his father whom he admires very much.

__________ 2. The student was awakened late and skipped his usual breakfast to make class on time.

__________ 3. The teacher lost an argument with a traffic policeman over a citation and is still upset at the beginning of class.

__________ 4. The room is neat and comfortable with bulletin boards arranged with interesting material.

__________ 5. The student was not paying attention during the instructions and does not know what to do.

__________ 6. The first lessons of the school year are structured to enable students to participate favorably.

__________ 7. The student's teacher last year was very permissive and frequently lost control of his class.

__________ 8. The student has heard much about the course from a brother who had taken it last year. He has taken a seat in the first row.

__________ 9. The teacher does not tolerate being questioned or corrected by the students.

__________10. When the student is unruly his parents threaten to send him to school to be punished by his teacher.

## BEHAVIORAL MANAGEMENT OF LEARNING INTERACTION

| PRINCIPLES | RELATED BEHAVIORS | RESULTING EFFECT (ON STUDENT) |
|---|---|---|
| Establish behavioral objectives | Define objectives for students<br>Define intermediate objectives<br>Define inter-relationship of objectives | Provide a learning focus thereby reducing non-learning behaviors. |
| Shape students toward objectives with flexible use of Stimulus - Response - Reinforcement | Model/demonstrate to students how to perform. | Demonstrates process for mastering assignment |
| | Use audio-visual aids frequently | Reinforced for verbal comments and cued to learning activity |
| | Use variety of techniques for same process. | Learns deductively, inductively in written or oral fashion, in small, large or individual sessions. |
| | Listen and respond to student comments | Reinforced for verbal response<br>Cues teacher to instructional needs. |
| | Provide feedback at paced intervals | Reinforces for learning<br>Shaped towards performance requirements<br>Recognizes intermediate objectives |
| Reinforce the student for meeting the objective | Summarize learning progress | Experiences learning as a reinforcer |
| | Re-evaluate effectiveness of objectives and techniques based on student response. | Provides input into class instruction |

Based on the work of Learitta Scott, and revised by Judy Johnston, Pittsburgh Public Schools

## PRINCIPALS OF LEARNING THEORY

### LEARNING PROCESS

1. Behaviors which are rewarded (reinforced) are more likely to recur.

2. Reward (reinforcement), to be most effective in learning, must follow almost immediately after the desired behavior and be clearly connected with that behavior in the mind of the learner.

3. Sheer repetition without indications of improvement or any kind of reinforcement (reward) is a poor way to attempt to learn.

4. Threat and punishment have variable and uncertain effects upon learning; they may make the punished response more likely or less likely to recur; they may set up avoidance tendencies which prevent further learning.

### MOTIVATION

5. Readiness for any new learning is a complex product of interaction among such factors as (a) sufficient physiological and psychological maturity, (b) sense of the importance of the new learning for the learner in his world, (c) mastery of prerequisites providing a fair chance of success, and (d) freedom from discouragement (expectation of failure) or threat (sense of danger).

6. Opportunity for fresh, novel, stimulating experience is a kind of reward which is quite effective in conditioning and learning.

7. The type of reward (reinforcement) which has the greatest transfer value to other life situations is the kind one gives oneself — the sense of satisfaction in achieving purposes.

8. Learners progress in any area of learning only as far as they need to in order to achieve their purposes. Often they do only well enough to "get by"; with increased motivation they improve.

9. The most effective effort is put forth by children when they attempt tasks which fall in the "range of challenge" — not too easy and not too hard — where success seems quite possible but not certain.

### TEACHING METHODS

10. Children are more apt to throw themselves wholeheartedly into any project if they themselves have participated in the selection and planning of the enterprise.

11. Reaction to excessive direction by the teacher is likely to be (a) apathetic conformity, (b) defiance, (c) scape-goating, or (d) escape from the whole affair.

12. Over-strick discipline is associated with more conformity, anxiety, shyness, and acquiescence in children; greater permissiveness is associated with more initiative and creativity in children.

13. Many pupils experience so much criticism, failure, and discouragement in school that their self-confidence, level of aspiration, and sense of worth are damaged.

14. When children (or adults) experience too much frustration, their behavior ceases to be integrated, purposeful and rational. Blindly they act out their rage or discouragement or withdrawal. The threshold of what is "too much" varies, it is lowered by previous failures.

15. Pupils think when they encounter an obstacle, difficulty, puzzle or challenge in a course of action which interests them. The process of thinking involves designing and testing plausible solutions for the problem as understood by thinker.

16. The best way to help pupils form a general concept is to present the concept in numerous and varied specific situations, contrasting experiences with and without the desired concept, then to encourage precise formulations of the general idea and its application in situations different from those in which the concept was learned.

17. The experience of learning by sudden insight into a previously confused or puzzling situation arises when (a) there has been a sufficient background and preparation, (b) attention is given to the relationships operative in the whole situation, (c) the perceptual structure "frees" the key elements to be shifted into raw patterns (d) the task is meaningful and within the range of ability of the subject.

18. Learning from reading is facilitated more by time spent recalling what has been read than by rereading.

19. Forgetting proceeds rapidly at first — then more and more slowly; recall shortly after learning reduces the amount forgotten.

20. People remember new information which confirms their previous attitudes better than they remember new information which runs counter to their previous attitudes.

## SUBJECT MATTER

21. No school subjects are markedly superior to others for "strengthening mental powers." General improvement as a result of study of any subject depends on instruction designed to build up generalizations about principles, concept formation, and improvements of techniques of study, thinking, and communication.

22. Children (and adults even more) tend to select groups, reading matter, T.V. shows, and other influences which agree with their own opinions; they break off contact with contradictory views.

23. What is learned is most likely to be available for use if it is learned in a situation much like that in which it is to be used and immediately preceding the time when it is needed. Learning in childhood, then forgetting, and then relearning when need arises in not an efficient procedure.

24. The superiority of man over calculating machines is more evident in the formulation of questions than in the working out of answers.

25. Television is the most frequently reported activity of elementary school pupils, occupying about the same number of hours per week as are given to school — far more than would voluntarily be given to school attendance.

## EVALUATION

26. If there is a discrepancy between the real objectives and the tests used to measure achievement, the latter becomes the main influence upon choice of subject matter and method.

## GROWTH

27. Every trait in human behavior is a product of the interaction of heredity (as determined at conception by genes) and environmental influences.

28. There are specific stages in individual development during which certain capacities for behavior appear. The manner in which these capacities are then utilized sets a pattern for later behavior which is highly resistant to change. If un-utilized then, they are likely not to develop later.

29. The most rapid mental growth occurs during infancy and early childhood; the average child achieves about half of his total mental growth by the age of five.

30. During the elementary school years (ages six to twelve) most children enjoy energetic activity — running, chasing, jumping, shouting, and rou[illegible]se. For most staid adults this is uncomfortable. Boys are ge[illegible]y more vigorous, active, rough, noisy, and non-conforming t[illegible]e girls.

31. Not until adolescence do most children develop the sense of time which is required for historical perspective.

32. The significance of the important biological transformations of pubescence (growth of primary sex organs, development of secondary sex characteristics, skeletal and muscular growth, glandular interaction) lies mainly in the meaning which cultural norms and personal hisotry have given to these changes.

33. Ability to learn increases with age up to adult years.

INDIVIDUAL DIFFERENCES

34. No two people make the same response to any school situation. Differences of heredity, physical maturity, intelligence, motor skills, health, experiences with parents, siblings, playmates; consequent attitudes, motives, drives, tastes, fears — all those and more enter into production of each individual's unique reaction. People vary in their minds and personal ties as much as in their appearance.

35. Pupils vary not only in their present performance but in their rate of growth and the "ceiling" which represents their potential level of achievement. Some "late bloomers" may eventually surpass pupils who seem far ahead of them in grade school.

36. Children's gains in intelligence test scores and IQ's are positively related to aggressiveness, competitiveness, initiative, and strength of felt need to achieve.

37. Pupils grouped by ability on any one kind of test (age, size, IQ, reading, arithmetic, science, art, music, physical fitness, and so forth ) will vary over a range of several grades in other abilities and traits.

GROUP RELATIONS

38. The right size of group for any activity depends on both the maturity of the individuals and the nature of the activity.

39. When groups act for a common goal there is better cooperation and more friendliness than when individuals in the group are engaged in competitive rivalry with one another.

40. Children learn at an early age that peer consensus is an important criterion; they are uncomfortable when they disagree with their peers, and especially when they find themselves in a minority of one against all the others.

41. Pupils learn much from one another; those who have been together for years learn new material more easily from one of their own group than they do from strangers.

42. Children who differ in race, nationality, religion, or social class background, but who play together on a footing of equal status and acceptance, usually come to like one another.

43. In most school clases, one to three pupils remain unchosen by their classmates for friendship, for parties, or for working committees. These "isolates" are usually also unpopular with teachers.

44. Leadership qualities vary with the demands of the particular situation. A good leader for a football team may or may not be a good leader for a discussion group, a research project, or an overnight hike; leadership is not a general trait.

45. The socioeconomic class into which a child happens to be born strongly influences his life changes.

46. Two-thirds of the elementary school children of American come from lower-class homes, the one third who come from the lower-lower class usually find school very uncongenial.

47. Children who are looked down upon (or looked up to) because of their family, school marks, social class, race, nationality, religion, or sex tend to adopt and to internalize this evaluation of themselves.

48. Attitudes toward members of out-groups are usually acquired from members of one's in-group.

49. Children choose most of their "best friends" from homes of the same socioeconomic class as their own.

50. More girls than boys wish, from time to time, that they could change their sex.

# APPLICATION FOR STAFF TRAINING

James G. Williams

In this session we will spend about a half an hour talking about some basic principles of training and then I would like to spend the remainder of the time demonstrating three different modes of training people. I think you will find the demonstrations not only revealing but fun. I will divide you into three different groups and assign each group the same task. Each of you will be given a different mode for training yourself to accomplish the task. Then you will be evaluated as to how well you were trained.

After 15 years of teaching with a majority of it in professional schools, it becomes difficult to differentiate between educating and training. Professional schools supposedly train people whereas the academic disciplines educate people. The difference supposedly being that professional schools deal with real-world situation-specifc, progrmatic knowledges, skills and attitudes whereas the academic disciplines deal in more abstract and theoretical concepts in a more generalized setting.

There are three basic principles that must be kept in mind regarding training programs. There are: (1) the trainees must know what is expected of them; (2) the trainees must know the processes or experiences they will encounter during the training program, and (3) the trainees must know how they will be evaluated.

There are literally hundreds of alternatives for accomplishing these three main functions of a training program. As you can see, if you can inform the trainers of these three basic elements you have already planned your training program.

In the mode of discovery learning, the trainee observes a process or phenomenon and then asks questions of the trainer to help him discover what has been learned. You have experienced role playing which is another type of learning process where a situation is simulated. The use of more complex simulations and games are other alternatives of training people. The use of printed matter is the one mode a lot of trainers rely on but it has its disadvantages as I hope to demonstrate to you. Of course the audiovisual model has been in vogue for the last few years.

Allow me to provide you with some basic principles that will permit you to design a successful training program.

1. People are motivated to learn those things that are highly correlated with their current concerns and current work related problems.

2. There is a direct correlation between the success they have experienced in past training programs and their motivation to learn.

3. The shorter the time span between the training program and the need of the trainer to apply or use the training the higher the interest in the training program.

4. The more the training program is able to build upon past experience, knowledge, skills or attitudes the greater the level of learning.

5. The greater the awareness of the trainees in terms of their own capabilities, the higher the level of learning.

6. There is an indirect correlation between the complexity of the task and the level of learning and motivation. If the task is too simple or too complex the level of learning and motivation will be low.

7. The greater the acceptance of the trainer of the value of the training program, the higher the level of learning.

8. The greater the degree of active participation by the trainee in the program the higher the level of learning and motivation to learn.

9. The greater the training program is congruent with the trainee's value system, the higher the acceptance of the program.

A simple contrast to keep in mind as you begin to design your training program is that there is both content to consider as well as process. So often we forget about the process aspect and believe that content specification alone is enough. What happens is that the process begins to get in the way of the content. Therefore, both must be considered and planned for.

Needless to say, if you are going to establish a training program you must set up some objectives for the training. But objectives can be viewed in two ways. First, when objectives are viewed as a process the learning experience must be complete in itself. This type of program has as its objective the acquisition of skills, knowledges, or attitudes.

Viewed as a goal, the objectives attempt to specify the abilities the trainee is supposed to have at the end. This type of training program is usually a series of sequential steps each building upon the other. No one experience or session is complete. Typically, this type of objective realization would begin with theoretical concepts and end with laboratory practice, internship or on-the-job training. There is difficulty in keeping a balance between theory and practice.

I would now like to demonstrate three different modes of training. The training objective is to train you to play a card game called 21 or black jack. The three modes are:

1. One group will be given a 10 page written description with examples of how to play black jack. They are to be trained via reading the printed matter.

2. A second group will use a computer simulation of the game of black jack. This simulation has all the black jack strategies in it and will illustrate how to use these strategies.

3. The third group will have on-the-job training with an expert. This group will sit with the expert and he will train you by actually demonstrating and giving you practice in playing.

Each group will have half an hour in the training session after which the evaluation session will begin. The evaluation will take place in two modes. One mode will be objective in that each of you will be given 5 chips and you will play the game for 20 minutes. Those who lose their chips apparently did not learn the game. The second mode is subjective because an observer will watch your play and evaluate how you follow the rules and how well you employ the correct strategies. Finally we will discuss the training process and the evaluation.

It is quite evident that for this type of task each training mode provided different learning. The reading mode provided excellent conceptualization but it was difficult to apply when you had to play the game. Any aspects not mentioned in the training manual are lost to you. But the manual did provide a reference that could be referred to. The simulation provided high motivation but was limiting in that you had to discover how to use the strategies of play. The on-the-job training provided the most rewarding result but was limited to what the "expert" knew or could tell or show you in the time available for training.

Any training mode you decide to use has its strengths and weaknesses. It is wise to match and mix modes for different purposes.

# INSTRUCTIONAL DEVELOPMENT

Diane J. Davis

## OBJECTIVES

1. Participants will recognize their own limitations regarding the design of instructional materials and/or programs for adult learners.

2. Participants will demonstrate a willingness to respond by participating in activities identified to achieve common goals.

3. Participants will recognize the interaction process as a means for facilitating adult learning.

INSTRUCTIONAL METHOD: Guided Discovery

INSTRUCTIONAL STRATEGIES: Problem Solving, Successive Approximations, Role-Playing

INSTRUCTIONAL SETTING: Large Group

## PROCEDURES AND RESULTS

1. Participants were presented with an adult learner who posed as a patron coming to their library for help with an independent learning project. They were required to design a learning program for the individual at least the following:

a) A statement of what the patron wanted to learn.
b) A statement of how the learner would learn whatever was identified in (a).
c) A description of the resources necessary for the learning project.
d) A description of how the learning would be assessed.

RESULTS: Participants questioned the patron for the purpose of gaining the information necessary to specify the requested components of the learning program.

2. After about seven (7) minutes, participants were requested to summarize the information elicited from the questioning in terms of the information required for the learning program.

> RESULTS: Participants expressed concerns that they had not gotten the needed information and requested an opportunity for role-playing a dyad situation with just two participants (one as patron and one as librarian).

3. Two participants were identified and they initiated a role-playing situation based on the initial problem, but with revised content.

> RESULTS: Participants again recognized limitations in their ability to elicit the information necessary to complete the assigned task of designing a learning program.

4. Observations were made regarding other kinds of interviewing techniques and other kinds of information that might be more relevant to the problem.

> RESULTS: Several additional role-playing exercises were developed by the participants to try out alternative procedures. The procedures were notably closer approximation to the Empathic Model presented earlier in the Institute.

## CONCLUSIONS

Participant comments included a recognition of their own roles in the interaction process as having a significant effect on the direction of an adult learning situation. It was noted that content materials, in various media, were typically plentiful as are highly specialized instructional materials. The design of such materials was seen as a function not of the librarian, but of the instructional designer or publisher. The interaction process, as well as staff training in such a process, was recognized as being a significant function, a mandatory function, and one in which librarians can likely gain expertise through training and experience.

This interaction was also seen as vital to the manner in which the participants will conduct mini-institutes in their own libraries, especially for staff training that may be required to develop adult learning consultants.

## PROJECT GUIDELINES

Your project for this institute is to design guidelines for an inservice training program in your own library to train members of your staff as learning consultants.

Under each of the categories listed on the following pages (and others that you may add to this list), you are to write guidelines that you identify through the course of this Institute. Certain specific time periods have been allocated for you to work on this plan in groups. This is, however, an ongoing project and you are encouraged at any time to add to it and/or to consult members of the Institute staff or other Institute participants regarding it.

### Guideline Categories

I. Goals or Objectives of your Inservice Program

II. Skills or Content to be Included

A. Diagnosing learner needs and objectives

B. Interviewing/Consulting Skills

C. Identifying appropriate learner tasks

D. Identifying appropriate resources and services

1. In library

2. External

E. Sequencing learner tasks.

F. Designing a management system for learners (when, where (s)he will meet with consultant, do studying, complete tasks, etc.)

G. Designing an evaluation technique with learner to identify when learning objectives have been met.

## III. Inservice Training Procedures

A. Members to receive inservice training

B. Where, when such training should occur

C. Should training occur individually? in small groups? large groups?

D. Who should conduct the training?

E. Methods to be used for training (lectures, role-playing, reading assignments, group discussion, problem solving)

F. Assessment of success of inservice program

G. Follow-up training or activities

IV. Resources Required for Training

A. Financial Resources

B. Human resources

1. Staff

2. Consultants

C. Equipment

D. Materials

E. Time

F. Space

V. Other

## EXERCISE OBJECTIVES

### Procedure

You are a member of the budget committee for a community library and are going to decide a course of action for five major expenditures. Two possible actions will be stated for each budgeting expenditure and you will need to select one of the two. It is recognized that, in most organizations there is room for compromise and adjustments so you will be permitted to devise a third alternative. However, you must complete all five decisions in the time allocated.

Task 1: Study the library's Yearly Report which follows.

### YEARLY REPORT

| | |
|---|---|
| Total Budget Allocation | $500,000.00 |
| Expenditures | |
| Cost of all materials and equipment purchased | 100,000.00 |
| Salaries, wages and benefits | 300,000.00 |
| Losses due to theft and vandalism | 50,000.00 |
| Cost of depreciation of materials & equipment | 35,000.00 |
| Costs of employee recruitment & training | 5,000.00 |
| Public relations & advertising | 8,000.00 |
| Miscellaneous | 5,000.00 |
| TOTAL EXPENDITURES | $503,000.00 |
| NET | -3,000.00 |

Other data
8 salaried personnel
10 wage earning employees
25 work days lost due to absences
15% increase in complaints regarding products and services
3% increase in employee conflicts reported
12% increase in products & services provided to users
9% increase in user's served
4 new services provided.

Task 2: Select a course of action for each of the following problems. Circle the solution you choose as an individual and that chosen by the group. You will have approximately fifteen (15) minutes to reach a solution for each problem.

I. The library's internal personnel relations are about average for an organization if its size. However, the employees as a group are requesting a raise that will result in a total increase in salary expenditures of $15,000 a year for three years. If the raise does not come through, it is likely that a number of qualified staff may resign. Should this happen, there is a good chance that replacements can be found relatively quickly, given the current job market.

| | Own | Group | |
|---|---|---|---|
| Choice | a | A | Spend the $15,000 for salary increases. |
| | b | B | Let matters ride and replace any resignations with qualified applicants. |
| | c | C | Alternative________________________<br>________________________________<br>________________________________ |

Reasons______________________________________________________
_____________________________________________________________
_____________________________________________________________

II. The library's well-known collection of historical documents needs additional monies to repair display cabinets and to purchase two very valuable documents that are currently available to add to the collection. The total amount needed is $30,000 which, if granted would severly limit the ability to purchase new materials to expand the very limited collections of Black History and Women's Studies

| | Own | Group | |
|---|---|---|---|
| Choice | a | A | Allocate the $30,000 for the collection of historical documents. |
| | b | B | Maintain the status quo on the historical document collection and increase the Black History and Women's Studies collections. |
| | c | C | Alternative________________________<br>________________________________<br>________________________________ |

Reasons______________________________________________________
_____________________________________________________________
_____________________________________________________________

III. The library has had a 15% increase in the number of user complaints over the past year. Employees feel that a significant proportion of those complaints are a result either of new employees who are unfamiliar with certain procedures or of new services being offered for which they have had insufficient training. Some also indicate that the wages are so low that some employees do only what they feel they must do to maintain their jobs. The supervisors, however, feel that the attitudes of certain individuals are primarily responsible for many of these complaints and that, if these people were replaced, user complaints would decrease.

| | Own | Group | |
|---|---|---|---|
| Choice | a | A | Spend $4,000 for improved personnel selection, development, counseling and training. |
| | b | B | Let matters ride |
| | c | C | Alternative ______________________ |

Reasons ________________________________________________

IV. The new computerized search program was a big success this year. The $2500 originally spent on advertising the service resulted in a 5% increase in the number of users served and a 3% increase in the number of return users. However, the program data bank needs to be updated to maintain the high quality of this service. The update will cost $2,000.

| | Own | Group | |
|---|---|---|---|
| Choice | a | A | Spend the $2,000 to update the program. |
| | b | B | Maintain only the $2500 advertising campaign. |
| | c | C | Alternative ______________________ |

Reasons ________________________________________________

V. Members of the library community are requesting that the library provide facilities, equipment and certain services for meetings of local environmental protection groups. The cost to the library for providing this service will be $1200. Some of the staff feel that, should the library provide this service, other groups will request the same and this could lead to heavy demands on staff - above and beyond their regular duties.

| | Own | Group | |
|---|---|---|---|
| Choice | a | A | Spend the $1200 to provide the service. |
| | b | B | Do not provide the service |
| | c | C | Alternative ____________________<br>______________________________<br>______________________________ |

Reasons ______________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

## Individual Analysis

Task 3: INDIVIDUAL ANALYSIS - on this page, you will find five objectives that you may have had in mind as you made decisions on each of the problems. In the boxes to the left of the objectives, rank them in the order of their importance to you personally as you made your own choices. Rank the most important as 1 and the least important as 5. Please note that you may indicate another objective if you wish.

| INDIVIDUAL ANALYSIS | OBJECTIVES | GROUP ANALYSIS | | | | | |
|---|---|---|---|---|---|---|---|
| | | I | II | III | IV | V | Total |
| ______ | 1. To maintain satisfactory operations, smooth flow of services, products, etc. | ___ | ___ | ___ | ___ | ___ | ___ |
| ______ | 2. To promote good will; to enhance the view of the library within the community. | ___ | ___ | ___ | ___ | ___ | ___ |
| ______ | 3. To increase the number of users, services or products. | ___ | ___ | ___ | ___ | ___ | ___ |
| ______ | 4. To provide for employee welfare & professional growth | ___ | ___ | ___ | ___ | ___ | ___ |
| ______ | 5. To reduce expenditures. | ___ | ___ | ___ | ___ | ___ | ___ |
| ______ | 6. | ___ | ___ | ___ | ___ | ___ | ___ |
| ______ | 7. | ___ | ___ | ___ | ___ | ___ | ___ |

Task 4: GROUP ANALYSIS - In your choice of A, B or an Alternative, your group may have considered a number of library objectives such as the five listed on the preceding page. To see how your group may have balanced these objectives (or others you may have added), have your group distribute twenty points among the objectives for each problem, depending on how heavily each objective weighed in the decision on that problem.

For example, if all five objectives were given equal importance in deciding how to solve Problem I, assign three or four points to each objective in the I column. If only two objectives were important, each would get 10 points and all the others zero points.

Next, add up the raw points in the Total column to see which objectives were consistently most important in choosing a proposed solution.

| | Total points assigned on all problems by all groups | | | | | |
|---|---|---|---|---|---|---|
| | 0-10 | 11-20 | 21-30 | 31-40 | 41-50 | 51+ |
| 1. Smooth flow of operations. | | | | | | |
| 2. Promoting good will. | | | | | | |
| 3. Increase services/products/users. | | | | | | |
| 4. Employee welfare/growth. | | | | | | |
| 5. Reduce costs. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |

# SIMULATION PROPOSAL

This proposal is for the organization of a counseling and information referral center (CIRC) in Urban County for the purpose of coordinating community resources into one central location, the compilation of a community information directory to be distributed throughout the county, and the establishment of an information referral center to provide direct access to community services by county residents. This project has been developed to provide better service to the people of Urban County in meeting their information needs through a coordination of the four traditional types of library staffs.

## PROPOSED COUNSELING AND INFORMATION CENTER FOR URBAN COUNTY

Submitted to: State Library Committee for the Administration of LSCA Title III Grants.

Prepared by: Project, Planning and Evaluation Committee for the Association of Academic, Public, School and Special Libraries serving Urban County.

## Body of the Proposal

Libraries have traditionally been considered as simply suppliers of materials, with little or no interaction between the librarian and the client. There also has been little interaction among the different types of libraries within the community, and no real attempt made to consolidate and make available to the public all the resources in the community.

In the community of Urban County this proposal will help to expand the role of the library to include a central clearinghouse of information as well as the role of the librarian to include being a consultant and referral agent to these resources. For the first time, all the libraries in the community (public, academic, school, and special) have formed a consortium and are working together to provide the maximum amount of information to the greatest number of people.

This consortium will establish an information and referral center, with headquarters at the main branch of the Urban Public Library. A data bank will be compiled of all resources in the community -- government and private organizations and institutions, service agencies, and individuals with special interests. The information from the data bank will be compiled into a directory of community resources which will be made available to all the libraries in the consortium, professionals, organizations, institutions, and counseling services, as well as to the general public.

In addition to the directory, an information and referral telephone service will be established. One telephone call to this clearinghouse will provide the client with direct access to information or referral to the appropriate resource. An extensive public relations campaign will inform the public of this service. Through this service, the consortium hopes to alleviate some of the problems -- lack of a coordinated emergency system, ethnic differences, the neglected disabled and home-bound population, the unemployed -- prevalent in the Urban community.

1. Community Served:

Urban County is an urban community, well-known for its industry. It is a national center for the production of steel, light metals, glass and coal. The county is headquarters for many national corporations, has an academic community of nine colleges and universities, is the home of four professional sports teams, cultural facilities, a medical research community, and many recreational activities.

Urban County has a population of 1.6 million people with diversified backgrounds and as many different interests and problems. Twenty percent of the population is black. Over twenty ethnic groups are represented and established in community subsets throughout the county. Also represented in the community in significant numbers are students, the physically and mentally handicapped, and the aged. Blue collar workers, corporate officials, lawyers, doctors, and ministers add to the diversity of the community's people. All of these individuals have social, personal, educational, professional and recreational needs and goals to be satisfied by the county.

Due to the fact that 55% of the community population is involved in industry, citizens feel a strong need for information centering on unemployment programs, vocational training, continuing education classes, workmen's compensation and public aid programs. Even though the largest segment of the county's population falls into the educational categories of high school educated and functionally illiterate, citizens of Urban County undertake an average of 3-4 learning projects per year. Presently these self-learners forfeit many valuable resource agencies and people because there is no central clearinghouse from which to access information, counseling and referrals.

In the community of Urban County, there exists many public and private agencies dealing with community services that often duplicate efforts. Duplication wastes time and resources, both human and financial. It also results in a confusing multitude of resources being offered to the citizen. Perhaps the best example of the lack of cooperation and coordination and the resulting duplication of efforts is in the area of library service to the public and private sectors of this community. Within 432 square miles, there are 25 school libraries, a public library system with sixty liberal arts college libraries, one with an emphasis on education and many special libraries including five industrial, three hospital library and several smaller church libraries. There is little communication among this large group of libraries let alone coordination and cooperation.

The four types of libraries in this county have formed a Program Planning and Evaluation consortium. This is the first time in the county that any cooperative venture has been attempted among any group of public service agencies. The Program Planning and Evaluation group under the auspices provided in the Library Services and Construction Act, Title III, have prepared this proposal for a coordinated and cooperative information, counseling and referral service responsive to the individual needs of our community. The proposal is seeking an initial grant for implementation of the program. The libraries and public community funds will support the continuing information, counseling and referral service in Urban County.

2. Problem

While resources are available throughout Urban County to satisfy almost every human need, there is little direct access to or information about these community services. As a result, utilization of these resources is minimal. Most people do not know who or where to call when a problem arises.

Although there are many potential helping organizations in the county, access to them is limited and hampered by the inefficient road system and lack of public transportation and in some cases by language barriers. There are various hotlines in the county for specialized services but to use them one must keep a list of all the phone numbers. There is no central clearinghouse, no one vital telephone number that persons in trouble could use quickly.

As a result, seven persons have died within the past 6 months simply because they lacked the necessary information quickly enough. These included 3 poisonings, 2 drug overdoses, 1 suicide, and 1 fire-related death. Many people in trouble do not know of the resources available to them in this county and there is no co-ordination among the resources for referral should someone contact the wrong agency.

The number of library resources in a county of this size is tremendous yet there is no coordination between them and they overlap in many areas. There is wasteful duplication of money, time, resources and personnel in some areas while others are neglected completely. Because of the present situation in Urban County, we are submitting a proposal to the state library to apply for federal money under LSCA Title III to design a properly coordinated information and referral center aimed at these problems. A consortium of academic, special, school and public librarians have been responsible for developing this proposal.

3. Objective

Urban County needs to organize and coordinate information on its vast community resources and services into one central location and to provide immediate access and direct communication to every person with an information need.

To Serve as an information center by providing one phone number and one general location to handle information, counseling and referrals concerning community services.

To Serve as a distribution center for printed directories that coordinate all data concerning information, counseling and referral service.

To Serve as an advisory center for all inquiries which many need or utilize the resources of the information, counseling and referral center.

To Develop a professional role as a public advocate and learning consultant and maintain service access on a 24 hour, 7 day a week basis.

To Determine, through ongoing evaluation of the project, the appropriateness and the effectiveness of a computerized data bank, which will eventually replace the manual directory approach.

4. Goals

The committee of community representatives plans to establish a county information and referral center (CIRC) for the purpose of coordinating community resources and providing personalized information and referral service to the residents of Urban County.

Because of the county situation, the planning committee, made up of librarians from the public, school, academic, and special libraries, and respresentatives of the community, has proposed the setting up of a central Data Bank, to act as an information and referral service, to answer all questions of patrons 24 hours per day. This experiment will be innovative. The consortium will be funded by the libraries, but initial funding is needed to set up and start operation of the data bank. If this plan is implemented, it will set a precedent for librarians throughout the country.

Within one year, 90% of the community's resource agencies and information services will be included in the CIRC files.

Within one year, 75% of the community's population will be alerted to services available through the CIRC.

80% of the people contacting the CIRC will be referred to community resources that successfully meet their individual needs.

Within one year, there will be a 40% increase in the utilization of community services.

5. Implementation

The data bank will consist of resources from every organization, agency and resource specialist within the county. State and federal agencies will be included when deemed necessary. This information will be gathered by means of questionnaires and interviews by trained volunteers. Information about these sources will be indexed in a directory that utilizes problem-oriented descriptors. These directories will be provided for all libraries and essential non-profit organizations. The public library will serve as a location for the clearinghouse for all direct phone access. Special services have been developed for foreign and home-bound patrons. One of the unique aspects of this program is that follow-up methods are used at every step of the process.

Agency information, referrals and publicity campaigns will be constantly updated and evaluated. Special public relations programs have to be developed for all groups in the population with emphasis on labor, homebound and foreign speaking groups. A Code of Ethics has been developed emphasizing personal client interface and confidentiality. The cooperative talents and abilities of the libraries involved. For example, the special libraries will handle the evaluation programs while the school media center will be in charge of constructing special publicity displays.

A task force of volunteers will be recruited and trained to study and survey the community and its people to determine individual needs.

A second group of volunteers will survey the community to identify information resources available.

Data collected from both studies will be used to compile a community directory of information services.

An information referral center will be located in Urban University library staffed with professional libraries, trained in interpersonal communication techniques, to answer telephone calls and conduct personal interviews.

A public relations campaign will be established to insure that widespread knowledge of the CIRC exists throughout the county.

A professional code of ethics has been formulated to guarantee fair and equal treatment of all people seeking help and to insure strict confidentiality of all interfaces between clients and staff.

Business and Industrial

Chamber of Commerce, businesswomen's clubs, merchant associations, trade unions.

Education

Vocational schools, elementary schools, highschools, colleges, universities, education credit by exam, AAUW, Adult Education Council, Board of Education, libraries, alumni.

Government

City or county commissions and divisions of government such as courts, police department, agriculture extension.

Health and Welfare

Hospitals, Poison Control Center; Health, Welfare, Unemployment, Food Stamp Offices.

Professional and fraternal

Medical Association, Teachers Association, Veterans of Foreign Wars, Women's Auxilliaries, American Veteran's Committee, Bar Association.

Religious

Churches, synagogues, NCCJ, Ministerial Associaton, "Y" groups.

Social Service and Civic

Community Chest, Salvation Army, Red Cross, Girl and Boy Scouts, Council of Social Agencies, Lions, Kiwanis,

Other

Radio stations, television stations, newspapers.

All the names, addresses, and phone numbers of any citizens in the county who have special interests, hobbies, skills, and/or knowledge will be listed with their specialty under subdivisions of the categories of business and industry, educational and cultural, farm, government, health service, legal advisers, patriotic, recreation, religion, social service, veterans, and other. Emphasis will be placed on getting retired persons, particularly from Vista, who could utilize their skills and competencies as resource persons in particular areas.

Once the community survey has been completed, the data obtained will be compiled into the dictionary file. The success of the CIRC is proportional to the usefulness of its information in helping people to cope with the day-to-day problems in their lives. Because much of the information in the CIC falls outside the realm of the conventional systems of descriptors which were evolved to access academic materials, all descriptors will be in "street" language, including slang. "See" and "See also" references will be kept to a minimum and all information will be duplicated at all entry points. Systems analysis techniques will be applied to the data base such that it can be integrated into the Urban University computer system. In keeping with this objective, the file format will be simple but of uniform format.

Information resources will include, but not be limited to: Institutions -- hospitals, schools, libraries and information centers, government agencies, businesses and industries, and churches; Organizations -- any group with officers; fraternal groups, societies, clubs; Individuals -- any person with any type of a specialized interest or skill who will volunteer his or her services. Resources will be reviewed on a rotating basis once per year in order to update the information; this will be done by sending a questionnaire, making a phone call, or making a visit.

The data bank will be in a constant state of evolution. Keeping information up to date will be an ongoing process of revising information already collected and adding new information. Questions addressed to the file indicate both revisions in entry as well as gaps which need to be filled. Besides verifying changes as they show up when the librarians use the original information, all of these sources will be reviewed once a year on a rotating basis by sending out a questionnaire. If the questionnaire is not completed and returned the consortium will follow up with a phone call or a personal interview.

## DISSEMINATION AND UTILIZATION POLICY

All people at one time or another need or request help and information in order to solve their everyday living problems. Our purpose is to link the individual seeking information with the resource that will provide the desired information.

The purpose of information dissemination is to get the data that is collected by the acquisitions program into an easily retrievable format so that when users confront the system (i.e. the information specialists and the data base) their needs can be met. The Life Coping Skills present a feasible method of indexing resource information. They are easy to understand by both the indexer and the retriever and seem to represent realistic types of information that thepeople of this community will need. It is proposed that these categories be incorporated into a thesaurus of terms which will also include the names of the agencies to which referrals will be made.

All information obtained in the interviews will be recorded on 3X5 cards and placed in a central data bank. This data bank will be located at the information and referral center in a centrally located area within the reference department at the older of the two main branches of the public library for use, both walk-in and telephone, and for updating and correcting. Updating and correcting of the central data bank will be done continuously as new and follow up information is received. The data bank will be photographically reproduced.

These reporductions will be made into a directory. The directory will be distributed free of charge to all the public, school, academic, and special libraries in the county. Copies of the directory will be made available at six month intervals. All libraries will also have telephone access to the central data bank. Eventually, as flaws in the system are overcome, the directory will be computer based with access on a walk-in or telephone basis through librarian operated terminals located in those institutions and businesses with terminals throughout the county.

The information and referral center will operate 24 hours a day, 7 days a week. The service will be provided on a walk-in basis during regular library operating hours. At all times, one central phone number will link the patron with the information and referral center. The center staff will not always establish direct contact between the patron and the helping agency although this service will be provided whenever necessary. Telephones will be made available at the center and at all libraries for patron use if necessary.

The staff will be augmented by asssorted volunteers. All of these professional librarians will have had some experience with reference and with helping the patron prior to employment in the center. The center staff and volunteers will undergo human relations training in which they will be trained in ideas about relationships and good interviewing techniques.

In order to make information available to the community, a manual directory will be compiled from the data bank. The directory will contain problem-oriented descriptors and will be accessed by direct entry. The full main entry, including the name, address, phone, services, and hours of each resource, will be listed for each descriptor, and "see" and "see also" references will be kept to a minimum. Although this method will involve considerable duplication, it will permit easier access to the information by a wider range of users.

Copies of the directory will be made available to the community. A copy will be distributed free of charge to all libraries in the consortium. Non-profit institutions and organizations, hospitals, churches, professionals, and service agencies will also receive a free copy of the directory. The directory will be sold on a cost-recovery basis to any institutions, businesses, or private citizens who wish to purchase it.

The library consortium will also provide a home-bound service for invalids, shut-ins, and the disabled. After an initial telephone interview, a volunteer will be available to escort the client either from the library or from his home to the referral. A mobile unit, manned by a para-professional and volunteers, will supply materials and services. They will also arrange for community resources to visit the homes of clientele whenever possible.

In order to validate the information about community resources listed in the directory, referrals made by the library will be followed up and evaluated. A record of referrals will be kept in a card file at the main branch. The name, address, and telephone number of the client will be requested either during the telephone contact or from the referral agency. The client will be informed that all information will be kept confidential. A card will be mailed with a stamped, addressed envelope asking the client for feeback about the success of the referral. This information will be used to validate the services promised by the resources and to up-date the files.

After one year, library users will be surveyed to determine the effectiveness of the program, and the data bank will have been validated and up-dated by constant revision. The consortium will then apply for a supplemental grant to computerize the data bank. Each of the libraries will have a terminal, and the librarians will be trained to access the data bank through the computer. The same problem-oriented descriptors will be used, and the print-out will include all the information from the unit card.

## Public Relations Policy

In order to insure that the Counseling and Information Referral Center is known to those for whom it is intended, an extensive public relations program will be undertaken. Before planning this program the committee did a pilot study in certain areas of the community. This study served several purposes:

Help determine the kinds of publicity and the media that would be most effective in these areas of the community.

Determine the problems encountered or the type of information needed by inhabitants in that area.

Attract volunteer help for the project and motivate as wide a range of individuals as possible to become involved.

Three areas of the community were selected because they are representative of a particular type of inhabitant. One is strong in ethnic and racial composition such as first generation Americans or Blacks. Another is representative of the lower socio-economic level, and the last is typically middle-class. The pilot study lasted six months with a variety of media and approaches used, each for a specific time so their efthe Library Bill of Rights, Freedom to Read Statement, Freedom of Information Act and other statements which uphold the rights of each individual in society to counseling and information referral services.

Programatic Aspects:

The promotional program is designed so that self-learners may be aware of the service available to help them plan and carry out learning projects. To present the Information Referral Center as an attractive and marketable package, the librarians must pursue a mass saturation of public relations. To announce the CIRC services, the following public relation objectives have been outlined:

General Public:

To "kick-off" the IRC program, 1,000 balloons marked with the Hotline phone number will be released from Northunion Park. A prize will be given to the person who returns a balloon from the greatest distance from the CIRC. The purpose of this publicity is in line with our theme "You're never too far to dial for help."

Flyers and posters advertising the free Hotline service will be placed in business centers such as supermarkets, shopping malls, and commercial areas.

All shopping centers have consented to house a station for information about the CIRC.

Newspaper advertisements in local newspapers and features in the Sunday press will make the Hotline program a household conversation.

A CIRC program and activity calendar will be available free to the community.

The managers of local radio stations have agreed to interview the CIRC library chairman with a panel of Hotline volunteers. Several of the radio anncouncements about the CIRC will be in the language of the people of the community including English, Spanish, Italian, etc.

One month after the CIRC program is started the staff will host an "Open-House" for the public.

Free bumper stickers with the CIRC slogans will be issued at all stations.

Should funds be allotted, either a mailing campaign or telephone campaign would directly publicize the CIRC programs.

Each librarian representing the various libraries in the community that is serving on the P P & E group has agreed to develop promotional programs within their library and community.

Television stations have agreed to air project publicity as public service announcements.

### Schools students

A traveling puppet stage theatre will visit the public and private schools presenting a humorous skit and pointing out what the CIRC can do for them.

The graphics department of the school will assist in preparing slides, filmstrips, videotapes and other audio-visual materials to promote the CIRC.

Bookmarks will be distributed to the students with clever attractive ideas along with the Hotline number.

The public school officials have agreed to send home circulars to the parents via the students.

A hired clown will tour the elementary schools inviting them to the CIRC.

### College and High School students

Advertisements about the CIRC will be placed in campus coffeehouses.

The drama majors have agreed to assist with the traveling puppet program to the elementary schools.

The "job placement file" at the CIRC will be advertised to both college and high school students.

Publicity will be focused on high school youth through the student publication.

### Community Leaders and Business

Librarians will participate as speakers and resource persons at special conferences, meetings and workshops of the community.

Booster tags are being prepared for professionals, librarians, and business supporters to wear promoting CIRC project.

Information about the CIRC will be posted on Union Industry bulletin boards.

A committee of volunteers from the community with an "in-house" Task Force, composed of three P P & E members will visit the Industry Centers to explain the CIRC.

A monthly newsletter will be distributed to all local churches and synagogues, suggesting that each publicize the CIRC program in their weekly bulletin. Doctors, lawyers, and other professional and non-professionals who act as consultants and advisors will be included on the mailing list for the monthly newsletter.

A packet of materials will be distributed to the Fire Co., First Aid Squad, and Police to facilitate the emergency assistance services in Northunion.

Graphic Center Facilities:

The public relations director in conjunction with the school media technicians will utilize the school graphic arts center to perform such tasks as making posters, charts, slides, arranging displays, exhibits, and lettering; making videotapes; designing and illustrating promotional items and publications of the center; preparing materials for use with educational television and other services.

Concrete evidence of a committment to the CIRC is to create staff positions to promote the program. With such staffing long range plans for CIRC events can be made A plan will facilitate in better spending of time and effort. The work load can be spread more evenly and materials used more efficiently.

Public relation mediums must be utilized to their fullest potential to establish the library as the incomparable asset of any organization. The CIRC assumes its program offers a unique service to stimulate their needs by revealing in empathic fashion the resources and varied services of the program.

Promotional Staff:

It is the Committee's policy to hire a public relations person with extensive experience. An assistant will also be needed to write copy, do lay out and graphics. A third person will be hired to recruit and train volunteers to help with the public relations program. This person may wish to involve the services of one or more organizations who are concerned with information dissemination. These volunteers will be trained in depth to understand the data bank so that they will be able to handle interviews (TV, radio, newspaper, etc.), go out as speakers to other organizations, plan programs and activities that will stimulate interest in the project, and participate in local community functions where they can disseminate public relations information about the project.

During the first six months of the information center the goal will be to make the public totally aware of the program. Approximately half of the publicity will be aimed county-wide using media such as TV and radio spot announcements, billboards (roadside and in public transit), and newspaper advertisements. The other half of the publicity will be directed to the communities in the county making use of the pilot study findings and will include in addition to those techniques the distribution of handouts such as fliers, buttons with the action phone number on them, and shopping bags with similar information.

Materials will be distributed at shopping centers, local libraries, churches, beauty parlors and barber shops, doctor and dentist offices, and hospital waiting rooms. They will also be distributed through visiting nurses and organizations such as "Meals on Wheels" so that they may reach the shut-ins of the community establishments where permitted.

After the first six months a survey will be conducted to determine the effectiveness of the program. These facts will determine the direction of additional public relations Publicity after the initial period will probably rely heavily on satellite groups, but mass boards so that the public is constantly reminded.

"Once is not enough" will be our motto. The community should be made aware of the project as many times as possible by many different media; such that whenever a problem arises in the mind of an individual, the phone number of the Information & Referral Center will be thought of as the first step in the solution.

## SIMULATED LEARNING ENVIRONMENT

A learning consultant is a professional media, library or information specialist who provides personal helping services to a client. Such a professional does not simply react to the demands of the patron but anticipates the behavioral development of the client and acts accordingly in a professionally responsible manner, for example, by introducing the content of materials at organically appropriate points in the client's behavioral cycle.

The ultimate objective of such a professional helping service is to promote the maturation of the client as a self-learner. Without an adequate learning environment, the consultant would be handicapped in efforts to assist clients. Essentially, the institution makes it possible to access a wide range of resources easily and give the consultant time to interface adequately with each client. Such fundamental changes as behavior modification are developed under the commonly accepted control documents of purposes, policies and procedures.

### Revised Mission

ESTABLISH A COUNSELING AND INFORMATION AND REFERRAL CENTER (CIRC) AS A LEARNING CENTER ENCOURAGING AND FACILITATING LIFE-LONG LEARNING.

THE CIRC WILL SUPPORT AND ENCOURAGE INDIVIDUALS IN ITS COMMUNITY IN PURSUIT OF THEIR LEARNING GOALS.

### Revised Objectives

PROVIDE SELF-DIRECTED LEARNERS WITH COUNSELING AND INFORMATION REFERRAL ACCESS TO CONTINUING EDUCATIONAL OPPORTUNITIES.

Extend the Data Bank inclusion of resources as a means to provide counseling and informational access.

Provide referral services to educational, institutional, governmental agencies, community organizations, and individuals who may furnish learning opportunities.

Establish liaison procedures so that librarians may participate with teams of other helping professionals working for planned social change.

ASSIST SELF-DIRECTED LEARNERS IN PLANNING AND CARRYING OUT THEIR EDUCATIONAL GOALS.

Develop and maintain staff attitudes that will be supportive of self-directed learners.

Develop and maintain the staff of librarians as learners' advisors with expertise in the field of adult independent learning, and in educational guidance and planning.

Offer assistance to self-directed learners through individual consultions with learners' advisors.

Assist the self-directed learner in the utilization of library materials.

PROVIDE A STAFF ENVIRONMENT CONDUCIVE TO COUNSELING AND SELF-DIRECTED LEARNING.

Provide space for consultation among and/or between learners, and quiet study.

Arrange group learning activities and sponsor learning events.

Supply the necessary learning materials and any equipment needed for their use.

Provide inservice training programs so that staff members may demonstrate their ability to learn continuously as a model for client development.

MAKE PATRONS AWARE OF THE POSSIBILITIES FOR INDIVIDUAL GROWTH AND DEVELOPMENT THROUGH SELF-DIRECTED LEARNING AND ENCOURAGE THEM TO SEE THE LIBRARY AS A SOURCE FOR THAT LEARNING.

Provide means for self-directed learners to identify themselves and follow through on services.

Establish the Library as an initial contact and service point for self-directed learners.

Establish liaison procedures so that the special, academic and school librarians can bring their expertise to bear on community problems.

Role of the Learning Consultant:

The major tasks of the Learners' Advisors in supporting learners through their learning projects are the consultations, the provisions of support materials and referral. In the interview process (which may include a series of interviews) the learners' advisor should help the learner establish a clear definition and direction for hi/r learning project.

The consultant should help the learner determine hi/r own pace and most suitable learning style given all the varied personal constrictions. It may be necessary to help the learner evaluate hi/r present capabilities in the area of study skills. During or after each interview the learner's advisor should update the learner's resource log and hi/r own time log.

The learners' advisor suggests appropriate materials and may have to provide some guidance in the use of bibliographic sources or in searching the library systems holdings. If necessary, the consultant may need to go outside the library through interlibrary loan or through purchasing the needed material if not owned but deemed valuable to the collection.

In choosing and in helping the client interpret the usefulness of materials, the advisor may call for help of other staff members should they have some knowledge of the learner's area of interest or may go outside the library to other consultants in the community for their advice. In conjunction with the learner, the advisor fits the various materials into the sequence of the learning plan.

In no instance does the librarian simply give materials to the client without some considerable help in demonstrating their usefulness for this particular interest. In those cases where referral is made, the librarian introduces the patron via the phone (a 3-way conference phone is preferable) to a specifically identified helping person.

If at some point the library is unable to provide a service that the learner and advisor feel is necessary, a referral is made to the appropriate resource. The referral may be made in several ways depending on the confidence of the learner. The learner might be given the name and other pertinent information of a contact in a given agency.

Most often the learners' advisor will contact the agency staff and explain the Project and the learner's needs and help set up an appointment. In some instances, the learners' advisor may accompany the learner to the referral agency to bridge the gap and help the learner ease into a new, unfamiliar situation. In any case, the learners' advisor should follow up on the referral and get feedback from the learner concerning hi/r satisfaction with the referral agency, and from the agency concerning the appropriateness of the referral.

## Objectives

ASSIST THE SELF-DIRECTED LEARNER IN THE UTILIZATION OF LIBRARY MATERIALS THROUGH RELEVANT LIBRARY USE INSTRUCTION.

OFFER ASSISTANCE TO SELF-DIRECTED LEARNERS THROUGH FACILITIES WHICH PROMOTE INDIVIDUAL CONSULTATIONS WITH LEARNERS' ADVISORS.

### Action Goals

Provide orientation to and instruction in the use of the Library to both individuals and groups.

> Develop media packets to be used for orientation and instruction.
>
> Provide programs and materials on topics such as study skills, research techniques, and how to write papers.
>
> Develop or obtain specialized tools such as bibliographies, pathfinders, and study guides to lead the self-directed learner through the collection.

Establish private consultation areas in the libraries.

> Consultation areas should be clearly designated and attractively furnished. At a minimum, they should contain chairs, a table or desk, and a telephone.

Information folders are assembled especially for the project and a duplicate ready reference collection of learning opportunities materials such as directories, college catalogs, learning packets, pathfinders, etc., should be located adjacent to or housed in the consultation areas where they are readily available for use during consultations.

Reserve meeting rooms in the professional branches for blocks of time in order to insure that learners' advisors have a quiet and private place to conduct interviews.

> Develop a policy utilization statement in order to emphasize scheduled access and the openness of all meetings in public buildings.

Schedule staff at public service desks so that learners' advisors may be relieved of all other duties during consultation periods.

> As far as possible, the same advisor should work with the self-directed learner from the beginning to end of a project.
>
> Consultations are usually scheduled during prearranged time periods, but may be impromptu if scheduling permits.

If consultations require schedule changes among staff, such changes should be made no less than one week in advance.

Time allowed for each consultation should be no less than 1/2 hour.

Develop a file on each independent learner noting certain information during the consultations which will help the learner in succeeding conferences.

Each learner will be told at the first consultation that these files are being kept, and that they are confidential to all except the individual learner.

If these files have to be kept, great care has to be taken that only a minimum of objective and factual data are recorded preferably as close to a "transcript" as possible.

Again if these files must be maintained, the content and purpose has to be carefully spelled out in agency policy.

Since these files will serve as the only record of a learner's progress, they will have to be kept in the agency currently assisting the learner with his project.

Branch advisors may soon find that they have exhausted local resources. Then the learner is referred to the main library.

Upon referral to Main, a card will be kept listing the learner's name, subject of interest, initial contact date, branch advisor, date referred, and advisor to whom assignee will go at Main.

Develop a union list of study projects in order to conserve the data which may eventually serve to initiate machine controlled current awareness services and user oriented content analyses of learning materials.

The union list will be in the form of a card file alphabetically arranged by the subjects of projects.

The following information will be listed on each card:

Subject of interest, associated descriptors, titles or short abstracts of relevant materials and the knowledge acquisition level.

Names of learners who have expressed an interest in or who are working in that subject area, and the consulting advisor's name.

Establish mechanisms for the evaluation of the quality and results of consultations with self-directed learners.

Obtain from self-directed learners, feedback which includes their views of their own progress on their projects and the usefulness of the library to them.

Obtain from learners' advisors, feedback which include the advisors views of the library's usefulness to the learners.

General Procedures:

The procedures for handling the learner's requirements necessarily vary somewhat depending upon the availability of professional staff. If the patron desires, and a learners' advisor is available, a consultation is held immediately. If an immediate consultation is inconvenient for the patron or an advisor is not available, a future appointment is made. Inquiries that can be answered briefly and simply without a consultation are handled at the desk. If fuller consultation is needed, the patron can have such a consultation at that time, if scheduling is not a problem.

If a more extended consultation is required, the librarian at the information desk does not leave it, but refers the patron to the scheduled learners' advisor. If the patron would like to consult with a particular learner's advisor, but is unable at that moment for any one of several particular reasons, consulations can be scheduled for a future time mutually convenient to the patron and an advisor.

An appointment schedule book is kept at the information desk. As far as possible, consultations are scheduled on three designated evenings (to facilitate efficient staff scheduling). If these evenings are inconvenient for the learner, a special appointment time can be arranged. Patrons are also advised that "walk-in" (no appointment) consultations are available weekdays from 9 a.m. to 5 p.m.

However, the staff does try to remain flexible. In the end, it is the professional judgment of the librarian(s) on the desk that determines the course of action. Depending on time, circumstance, and their "sense" of the patron's needs, the librarians may determine that one librarian can be spared from the desk to hold an immediate consultation. Among professionals the following "pecking order" of referrals is maintained:

Adult Services Librarian (learners' advisors)
Young Adult Services Librarian (learners' advisor)
Childrens Librarian
Supervising Library Assistant

At branches that are not staffed with professional librarians, inquiries about project services are referred to the branch head if s/he is available. In any event basic information can be given at the time of the inquiry, but if a consultation is required the patron must be referred to the nearest professional branch or the main service outlets. If possible, consultations are arranged by the branch staff while the inquirer is still at the original branch. When this is not possible, the patron is notified within 24 hours of the date and place of hi/r appointment.

Initial Inquiries:

For all inquiries, an initial contact card is filled out by the staff member responding to the inquiry. This card records basic information such as name, address, and phone number of the inquirer, as well as a brief statement of hi/r topic of inquiry. The following guidelines are given to all staff members to follow in dealing with inquiries:

Encourage patrons to talk to a learners' advisor.

Some patrons would prefer to read the literature about project services by themselves without discussion or explanation. Their wishes should be honored. Provide them with whatever materials are available.

Do not attempt at the desk to have a full length consultation with a patron about hi/r learning needs. Remember one phone call or even one other patron waiting at the desk, will disturb the flow of the interview.

Our purpose is to give as much help, information, and support to the potential learner as possible. And to make arrangements for them as simple and convenient as possible with our constraints of time and schedule.

## STAFF DEVELOPMENT SIMULATION

Innovation as the product of knowledge dissemination and utilization can rarely be achieved effectively outside of an educational process. Even if supervisors, administrators and a few innovative professionals accept the educational objectives of the library and try to relate the total problem to these objectives, they all too often find that staff members do not understand this relationship.

It is almost axiomatic that staff perceive each library activity as an end in itself unrelated to any systems development.

Staff members in general are susceptible to uncoordinated activities which provide materials without considering their educational uses; serve patrons without trying to discover further needs and interests that the library may satisfy; publicize the least rather than most important of the library's resources; regard library-sponsored activities as peripheral to the main business of the institution; and regard routines as the reason for the library's existence, rather than as a means to serving the people who are taxed to support them. Obviously some systems approach has to be taken to staff development.

### Objective

DEVELOP AND MAINTAIN STAFF ATTITUDES THAT WILL BE SUPPORTIVE OF SELF-DIRECTED LEARNERS AND WHICH WILL ASSIST SELF-DIRECTED LEARNERS IN PLANNING AND CARRYING OUT THEIR EDUCATIONAL GOALS.

### Action Steps

Establish an on-going and comprehensive training program to assure that the entire staff is knowledgeable of the learning process and of the needs of self-directed learners, receptive to self-directed learners, and familiar with the concepts and programs of the project.

Staff training programs are dependent upon the various levels of staff responsibility. Although primary responsibility will rest with the adult and young adult librarians, the magnitude of the project requires the cooperation and understanding of the entire staff.

Children's librarians, especially in branches where they often have the sole responsibility for staffing public service desks, will frequently serve as the initial contacts with self-directed learners. They should be familiar with the scope, purpose, and operational procedures of the project; as well as able to make referrals to appropriate staff and others based on an informed awareness of data bank resources.

Because of desk duty, public service library assistants also act as initial contacts for self-directed learners. Accordingly, the training objectives in this project for children's librarians and public service library assistants with desk duty are designed to produce the following outcomes:

Aware of the resources or lack of resources at the various library agencies.

Familiar with the particular materials assembled in their agencies for the independent learner project.

Have an understanding of the concept of self-directed learning, and the purpose and scope of the project.

Develop a cooperative attitude which is essential for the success of the project in a multi-agency system, so that better working relationships can be established.

Seminars will be conducted by the adjunct faculty to introduce children's librarians and public service library assistants to community educational resources, and to credit-by-examination and external degree programs. To enhance this training, the library will allot periods of time for systematic on-the-job observations of the various library agencies as well as the materials appropriate to the project at the Book Examination Center.

There are a number of clerical staff members in the public service areas who come in contact with the library patrons, including potential and actual independent learners and they will inevitably be faced with inquiries about the project. For example, the identity of learners advisors must be known to the entire public service clerical staff so that appropriate referrals can be made. Objectives have been designed to produce the following outcomes based on a training program which includes initially a two hour introduction to the project:

Amiable and responsive to all patrons, regarding them as potential self-directed learners.

Familiar with the services offered toself-directed learners as part of the project.

Aware of the various staff roles in the project and be able to make correct referrals.

Aware of the importance of interaction between learners' advisors and learners, and understanding of the time needed by learners' advisors for training and preparation for these interactions.

The adminstrative clerks and the staffs of the technical services and maintenance departments are not directly involved with patron contact. However, they should be aware of the library's involvement in the project and understand its scope. As community members, they are often taken to be representatives of the library, and may be questioned about any services offered. Initial orientation and training will result in the following outcomes:

Provide informed responses to all inquiries regarding library services, especially those services developed for the project.

Make correct referrals to appropriate staff members based on an informed awareness of the staff roles in the project.

## Advisory Staff Development

Adult and young adult services librarians will be directly involved in ititial contacts with self-directed learners, and will serve as learners' advisors. As such, they will have the major responsibility for interaction with self-directed learners. They will be responsible for developing and/or obtaining tools such as study guides, pathfinders, bibliographies, media packages.

### Objective

DEVELOP AND MAINTAIN THE ADULT AND YOUNG ADULT SERVICES LIBRARIANS AS LEARNERS' ADVISORS WITH EXPERTISE IN THE FIELD OF ADULT INDEPENDENT LEARNING, AND IN EDUCATIONAL GUIDANCE AND PLANNING.

### Action Goals

Make learners' advisors aware of the resources or lack of resources of the various library agencies.

Assure that learners' advisors have an intimate knowledge of the materials assembled for the self-directed learning project.

Establish and maintain better working relationships among learners' advisors in the various library agencies in order to maintain the team work of a "one-system" concept.

Refine learners' advisors' bibliographic skills, such as the development of specialized tools and effective materials utilization.

Improve the interviewing and listening skills of learners' advisors.

Expand the learners' advisors' knowledge of the educational usages of non-print media and increase their proficiency in the use of that media.

Ensure that learners' advisors acquire more knowledge of the fundamentals of reading because poor reading skills and comprehension are barriers to self-directed learners.

Increase the learners' advisors' familiarity with local educational resources.

In order to meet objectives, the initial training phase requires the systematic rotation of learners' advisors among the various public service outlets in four assignments: (1) the assignment of a learners' advisor to another library outlet; (2) the rotated learners' advisors' observation of the duties of a permanently assigned staff member; (3) the joint performance of the staff members regularly assigned duties; and (4) the complete assumption of the duties and responsibilities of the position by the rotated learners' advisor.

During the first week of tutelage the rotated learners' advisor is introduced to and observes the permanently assigned staff member's job. The rotated learners' advisor will also particpate in the various activities of the job. During the second week, the permanently assigned staff member will be rotated to another agency, leaving the rotated learners' advisor to assume full responsibility for the performance of the assigned job.

Specific details of the rotation plan will be determined by a committee composed of: the Coordinator of Main, the Branch Coordinator, and representative members of the public service staffs of Main and Branches. Although emphasis during this period may be on floor work, a general overview of the agency and the responsibilities of the other positions in that agency will be given to the rotated learners' advisor in the following methods:

Workshops on credit by examination and external degree programs.

Seminars on data bank and reference materials provided by Main.

Seminars and mini-courses using outside experts on topics such as interviewing and listening skills, and the learning process.

Expanded opportunity for examination of materials appropriate to the project as the Book Examination Center.

On-the-job training in: the operational procedures of the project, the further refinement of bibliographic skills, and increased familiarity with library resources.

Expanded opportunities to meet with representatives from local educational and community agencies.

Meetings of learners' advisors to exchange experiences and problems that develop in their work with self-directed learners.

General Description of Training:

Development of the training plan began at an outside conference. Three key members of the P P & E Group attended this meeting. They were briefly introduced to the steps for developing a training plan and then put to work developing their own preliminary plan. They decided that the entire library staff should be divided into four groups who would receive training of varying degrees of intensity.

For each group, service objectives were identified from the project plan and those tasks necessary to achieve the objectives. In addition, the knowledges, skills, attitudes and behaviors necessary to the performance of the tasks were partially identified. Following the outside conference, the process was explained to the P P & E Group and work on the plan continued on a crash schedule.

Due to vacations and the urgency of completing the process quickly as well as the failure of some members of the P P & E Group to accept the necessity of going through this process, only four people participated in the needs assessment. This group found the process of needs assessment valuable but extremely difficult and trying. Patience was worn thin. The outside conference might have prepared participants better for this task; but human relations training takes an enormous amount of time which was not then available. Even yet, it does not appear that all staff have learned a lesson from this experience. Most participants want rapid analyses and quick solutions rather than a long term approach required by the dynamics of theory "Y".

Assessment of the staff's existing level of competence was estimated in each of the areas of knowledges, skills, attitudes and behaviors. These lists were not prepared on the basis of educational taxonomies but grew out of the personal observations of the P P & E Group members involved in needs assessment. Informal input was also received from the librarians about their feelings of unpreparedness for the project.

The intrapersonal development of the client can be promoted by the introduction of the content of materials at appropriate psychological moments, and elicited by the professional behavior of the media, library or information specialist. Both non-verbal and verbal factors have to be assessed which elicit or retard client development and to which the professional person must give serious and sustained attention in self-training and inservice programs.

## Task Analysis

MAKE PEOPLE AWARE OF THE POSSIBILITIES FOR INDIVIDUAL GROWTH AND DEVELOPMENT THROUGH SELF-DIRECTED LEARNING AND ENCOURAGE THEM TO SEE THE LIBRARY AS A SOURCE FOR THAT LEARNING.

Knowledges

Public speaking techniques (groups).

Interpersonal communication techniques (dyad).

Skills

Effective communication with adult groups in the community.

Effective public speaking.

Ability to clearly, briefly and accurately summarize and explain the Project services.

Making potential learners feel at ease.

Behaviors

Amiability.

Being at ease with strangers.

Attitudes

Self confidence.

Desire to communicate effectively.

ESTABLISH A WORKING RELATIONSHIP WITH THE LEARNER.

Knowledges

What the librarian can do to support the adult learner.

What the adult can do to take advantage of programs and services.

What is included in a learning plan and what it looks like.

Alternative methods for putting the adult at ease.

HELP LEARNER IDENTIFY AND CLARIFY LEARNING OBJECTIVES.

Knowledges

Range and type of educational opportunities.

Range and type of learning objectives adults might have.

Levels of competency assoicated with specific learning objectives.

Skills

Methods for drawing the adult out.

Listening effectively.

Accepting the adult's objectives, not imposing a set of objectives.

Behavior

Patience expressing interest not resignation.

HELP LEARNER ASSESS HIS CURRENT LEVEL OF KNOWLEDGE AND LEARNING ABILITY

Knowledges

Indicators of knowledge level, both formal and informal.

Indicators of learning ability.

Instruments of assessing specific level of knowledge.

Local facilities for assessing knowledge level, learning ability.

Skills

Integrating information from indicators that assess both knowledge and learning ability.

Listening effectively.

Attitudes

Willingness to participate in the assessment of learners' levels of knowledge and their learning ability.

A non-judgmental attitude towards the learner's prior accomplishment.

A non-apprehensive attitude toward assessment.

Behaviors

Tact that is a restraint not a copout on the honesty of hypotheses generation.

## HELP LEARNER DETERMINE SCOPE, SEQUENCE, TIMING OF THE LEARNING PROJECT.

Knowledges

How adults learn especially in self-initiated projects which are planned and executed by the learner.

Barriers to learning both physiological and psychological including the inhibiting stereotypes in others.

Steps required to get from learner's current level to his desired level (educationally, vocationally, personally).

Where to obtain information about career patterns or requirements for various jobs.

Structure of selected content area.

Community resources which might aid in the planning process.

Ways in which learning can take place -- advantages and disadvantages for specific purposes.

Skills

Organizing and comparing information on objectives and current levels of knowledge and learning ability.

Presenting alternative courses of action simply and clearly.

Recognizing librarian values and not imposing them on the learner.

Facilitating the learner's decision making.

Aiding the learner in planning within hi/r motivations, goals, and preferred learning style.

**Behaviors**

Patience.

## INTRODUCE LEARNER TO PROGRAMS AND SERVICES OF THE LIBRARY

**Knowledges**

Understanding the library system and how it works.

Knowledge of where things in general are in the library system.

**Skills**

Instructing in use of library.

Effective communication (speak language of the learner).

## INTRODUCE LEARNER TO SPECIFIC MATERIALS AND RESOURCES IN FIELD OF INTEREST.

**Knowledges**

Existence of guides to the filed of interest.

Level of difficulty of materials.

What materials are appropriate.

Where the appropriate materials are located.

How to obtain those materials.

Availability of appropriate learning guides, pathfinders, topical surveys and abstracts.

Characteristics of the various media and their advantages and limitations as learning aids.

Skills

Ability to skim materials and condense or apply content to level of difficulty.

Ability to develop learning guides, reading lists, pathfinders.

REFER LEARNER TO OTHER LIBRARY RESOURCE PEOPLE (STAFF).

Knowledges

Knowledge of staff expertise.

Skills

Ability to refer strategically (without discouraging learner or seeming to push learner off on someone else).

REFER LEARNER TO EXTRALIBRARY PROGRAMS, SERVICES AND RESOURCE PEOPLE.

Knowledges

General and specific knowledge of community in terms of market analysis and audience research.

Knowledge of local educational agencies, their purpose and functions.

Knowledge of the organization and content of the data bank.

Skills

Analyze and interpret selective community information.

Effective use of community information resources and translation into client needs.

Ability to communicate with local non-library agency personnel (getting goodwill in non-threatening way).

Ability to effectively use the data bank and its index.

Ability to refer individuals strategically (without discouraging learner or seeming to push learner off on someone else).

## PROVIDE FOR CONTINUOUS CONTACT WITH LEARNERS

### Knowledges

Library's data gathering procedures and forms.

### Skills

Communicating continuing interest in learner.

Eliciting information concerning a realistic schedule with learner.

Accurately completing data forms.

### Attitudes

Patience.

### Behaviors

Initiative in follow-up.

Persistence in follow-up.

## HELP LEARNER ASSESS HI/R SUCCESS IN ACHIEVING LEARNING GOALS.

### Knowledges

Methods for collecting data and measuring success.

External accomplishemtns that measure success (tests, advancements, etc.).

Community facilities which can provide tests for proficiency level.

### Skills

Explanation of commonly used assessment techniques (what learner should expect if seeking assessments by other agencies).

Helping learner interpret individual progress in terms of hi/r stated objectives.

This original list of training needs were soon found to be lacking sufficient task orientation and detailed description, especially in the training methods area. Apparently staff were reluctant to show their insecurity about being too specific. Even though training needs were identified by the gaps that occurred when comparing where we felt we were to where we wanted to be, it is evident that librarians are going to have to have much more training and experience in educational processes.

A training consultant was recruited from the adult educational program of Urban County College. This curriculum expert explained that the training outlines had to be able to stand on their own. When given to a potential trainer, that person had to readily understand what actually was needed. The revised outlines were effective in enabling us to reach an understanding with some consultants and ineffective with others.

Some members of the staff rationalized this difficulty by suggesting that outsiders could not possibly be expected to understand library jargonese. But there must be some other explanation as to why most of the consultants we have approached have had difficulties understanding what we want. Later after prolonged discussion when some understanding of what is desired was reached, they have told us what can't be done, particularly in the limited time period alloted. Perhaps we should have obtained this training in library school or it may be more appropriate to hire a training consultant on the staff.